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ABSTRACT

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The appendix for the report on Student Outcomes and Participant Opinions in Experience-Based Career Education (EBCE) Schools (TM 006 927) presents data on which that report is based, plus copies of the questionnaire and interview forms used. Test copies are not included, but test score distributions and analysis of covariance of reading and mathematics achievement test scores are presented. Chi-squared tests are presented for other data comparisons when relevant. Data are presented separately for each of the four EBCE schools and for control schools. For each EBCE school, data are presented separately for current students, parents, former students, and resource teachers. (CTM)

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STUDENT OUTCOMES AND PARTICIPANT OPINIONS IN EXPERIENCE-BASED CAREER EDUCATION SCHOOLS

BY

RICHARD W. WATKINS

AND

REGINALD CORDER

BEST COPY AVAILABLE

EXTERNAL EVALUATOR'S FINAL REPORT ON THE EXPERIENCE-BASED CAREER EDUCATION PROGRAMS

VOLUME VI

Appendices

Submitted to the
National Institute of Education
of the
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Contract No. NIE-C-74-0118

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Educational Testing Service
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Berkeley, California 94704

June 1977

TM006 525

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Volume IV	The Academy for Career Education: An Ethnographic Evaluation
Volume V	An Ethnographic Account of $(CE)_2$: Experience-Based Career Education in Tigard, Oregon
Volume VI	Student Outcomes and Participant Opinions in Experience-Based Career Education Schools
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APPENDIX A

NIE Goal Statements for the EBCE Models

I. CAREER DEVELOPMENT SKILLS AND KNOWLEDGE

I-1. The student can integrate (relate) information about occupations with information about self.

I-2. The student can locate and use information about occupations.

I-3. The student has a positive attitude (orientation) toward career planning.

I-4. The student knows the functions, characteristics and requirements of a broad range of self-selected occupations.

I-5. The student knows some of the factors associated with selected occupations that contribute to job success and job satisfaction.

I-6. The student will demonstrate that he/she has made an informed decision re his or her post high school educational/vocational plans.

I-7. The student can obtain employment information, complete job applications, take interviews, write letters of application, prepare a resume, etc.

I-8. Students who have tentatively selected a career area can begin to acquire some of the related job entry skills and experience.

II. SELF KNOWLEDGE: INTERESTS, ABILITIES AND VALUES

II-1. The student can accurately demonstrate awareness and understanding of his or her own current interests, abilities, values and limitations relevant to career goal selection and achievement, and recognize that these may change with further education or experience.

III. READING SKILLS

III-1. The student can read selections from a newspaper or other popular periodical and (1) recognize the main point(s), (2) recognize the author's purpose, and (3) locate specific facts and details.

III-2. The student can read and comprehend materials pertaining to his or her areas of career involvement, such as instructions, manuals, forms, parts lists, and technical articles.

III-3. The student can read and comprehend materials appropriate to his or her avocational and recreational interests.

III-4. The student can read selections required for educational or occupational advancement and (1) define the author's purpose and support that definition with evidence, (2) identify and explain different levels of meaning included in the selection, (3) identify biases with supporting evidence, (4) extend interpretation beyond the printed information, and (5) recognize and describe different writing styles.

IV. PROBLEM SOLVING SKILLS

IV-1. The student can define his/her problem by identifying a need or a discrepancy between where he or she is and where he or she wants to be. This can be in a personal, group, societal, academic, and/or career situation.

IV-2. The student can use a variety of sources and techniques of data gathering.

IV-3. The student can propose or generate alternative solutions, anticipate consequences of various actions, and implement a course of action.

V. ORAL COMMUNICATION

V-1. The student will demonstrate an ability to communicate orally both ideas and feelings in a manner that is effective and appropriate to various situations (social, school, or work).

V-2. The student will demonstrate an ability to listen effectively.

VI. WRITING SKILLS

VI-1. The student can express in writing ideas and feelings so that most people can understand what was stated.

VI-2. The student can write clearly and correctly the materials pertaining to his or her areas of career involvement (e.g., reports, orders, records and forms).

VI-3. The student can write letters, descriptions, and reports required in normal daily living.

VII. INTERPERSONAL SKILLS

VII-1. The student can effectively participate in peer and adult interactions based on appropriate role relationships and obligations, acceptance of the validity of individual rights and perceptions, and ability to contribute to the resolutions of conflicts resulting from differing personal needs and values.

VII-2. The student will demonstrate the ability to cooperate with others as a means of attaining goals.

VIII. BASIC QUANTITATIVE SKILLS

VIII-1. The student will demonstrate an ability to comprehend and interpret information presented numerically and graphically as found in such media as newspapers and weekly news magazines.

VIII-2. The student will demonstrate correct performance of arithmetic operations necessary for successful daily living, such as (1) making and receiving change, (2) modifying recipe quantities, (3) measuring items, (4) doing comparison shopping, and (5) generally dealing with weights, measures, calendars, clocks, etc.

VIII-3. The student will demonstrate correct performance of mathematical operations necessary for his/her chosen career, or for meeting the requirements for continued study if a continuation of formal education is chosen as the next stage in career development.

IX. MATURATION SKILLS

IX-1. The student will demonstrate the ability to use direct sources (i.e., observations or interviews with relevant people) in greater proportion to indirect sources (i.e., books written about a topic) in gathering information for reports for projects.

IX-2. The student will demonstrate the ability to conduct conversations with an adult that reveals the student's self-confidence, ability to discuss a fixed topic for a reasonable amount of time, and an understanding of the other person's message and feelings.

IX-3. The student will demonstrate the ability to cooperate with adults and assume responsibility for carrying out tasks which he/she agrees to complete.

IX-4. The student will demonstrate an increase in behaviors that reveal a tolerance for people who are different in ideas or background than himself/herself, an openness to change, and a willingness to trust others when circumstances warrant.

APPENDIX B

Interview Schedules and Questionnaires

CONSENT FOR INTERVIEW TAPE RECORDING

I hereby give my consent to have Educational Testing Service (ETS) record the interview regarding my career plans, interest and knowledge, and related activities. I understand that the information I give in the interview will be used only for program evaluation, will be treated as confidential information for use only by ETS and school staff concerned with program evaluation, and will not be reported to the school I attend until after grades for the semester have been submitted. I also understand that I may refuse to answer any questions that I think are not appropriate for program evaluation.

I have not been offered any special payment or reward for giving this consent.

Date	Signature
Interviewer	Please print your name

Current Student In-depth Interview

EBCE External Evaluation

End of the Year Student Interview

General Interview Instructions

This interview schedule has been constructed using two kinds of documents:

1. Questions you will ask of the student, with any special instructions on what you should do beyond asking the questions and recording the answers. The questions you are to ask have been enclosed in boxes and indented.

2. Forms to be completed by the students for Questions 1 and 4. A supply of these forms has been provided.

If at all possible, we would like to tape record all of the oral student responses, but this can be done only if the student agrees. If such recording is possible, then you need keep only those brief notes on the interview record that might be useful in the event that portions of the recording are not clearly audible. If it is not possible to tape record the student responses, you will have to make as complete a written record of the students' oral responses as possible. In this case, you should review these notes as soon as possible after the interview, to insure that you have recorded as accurately and legibly as possible your recollection of what the student said during the interview.

Specific Opening Instructions

After greeting the student and making whatever opening remarks seem appropriate to put him or her at ease, say:

EBCE Students

> I am representing Educational Testing Service. We have been asked to conduct a study of the ... program in an effort to find out what the students have achieved as a result of their enrollment in the school. We are particularly interested in knowing about your present and future career plans, interests and knowledge; but we are also interested in understanding how some of your activities at the school have contributed to bringing you to where you are.
>
> I want to stress that our interest is solely in evaluating the school program. There are no right or wrong answers as far as you as an individual are concerned, except as your answers represent what you really think or feel. Information based on your answers will be kept confidential, and used only by people who are interested in evaluating the school program. Your answers will be grouped with those of other students so that no one will know which answers you gave.
>
> The interview will take much less time if we can record your responses on tape, so that I don't have to use time making detailed notes of what you say. You are, of course free to say that you don't want to answer a particular question, or to say that you don't want to have your answers recorded on tape. May I use the tape recorder?

If the student does not agree to have the interview taped, say:

> O.K. Let's get started on the questions.

If the student does agree to have the interview taped, say:

> I have a form that I'd like you to sign indicating that you agree to have the interview taped.

Give student the form to sign.

Control Group Students

> I am representing Educational Testing Service. We have been asked to conduct a study of the . . . program. An effort is being made to find out how the students in other programs are progressing as far as career planning, interests and knowledge. That's why I would like to talk with you.
>
> I want to stress that our interest is solely in evaluating school programs. There are no right or wrong answers as far as you as an individual are concerned, except as your answers represent what you really think or feel. Information based on your answers will be kept confidential, and used only by people who are interested in evaluating school programs. Your answers will be grouped with those of other students so that no one will know which answers you gave.
>
> The interview will take much less time if we can record your responses on tape, so that I don't have to use time making detailed notes of what you say. You are, of course, free to say that you don't want to answer a particular question, or to say that you don't want to have your answers recorded on tape. May I use the tape recorder?

If the student does not agree to have the interview taped, say:

> O.K. Let's get started on the questions.

If the student does agree to have the interview taped, say:

> I have a form that I'd like you to sign indicating that you agree to have the interview taped.

Give the student the form to sign.

Interviewer Questions and Directions

Question 1, Part 1

> The first thing we are interested in is to get some idea of your interest in and knowledge about various areas or groups of careers. Here is a list of twelve career areas. Would you look over this list and mark fairly quickly the extent of your interest and knowledge in each of the twelve areas. For each area, a few representative careers that might be included in the area are listed. An area would include many other careers or jobs. These are listed only as examples to help you define the area.

If you have a particular career interest in mind, and are not sure which area it falls into, don't worry about it too much. Later, I'll ask about a particular career. All I'm interested in now is getting an idea about your general career interests and knowledge. Just put check marks to show approximately your interest and knowledge in each of these twelve areas.

Give the student the Career Area Interest and Knowledge form to complete.

Question 1, Part 2

Is there a career, or way of making a living, that you think you might be particularly interested in now?

If the student says "No", ask:

What do you think you might like to do when you finish high school? Or when you finish college or technical school, if you're planning to go on after high school?

Response ____

Question 2, Part 1

I'd like to know how you learned about this career. What are some things you've done to learn about ____________?

If the student does not volunteer anything under one or more of the three items below, ask if he has done them, in order to make sure the failure to mention it was not an oversight. But do not appear to be forcing a response. Probe enough to record whether they used each of the three areas of activity to learn about the career.

Question 2, Part 2 EBCE Students

There are many ways students may learn about careers. Do you recall any activities at the Learning Center [or other appropriate designation for EBCE site] or employer sites that enable you to learn about this career?

Control Group Students

There are many ways students may learn about careers. Some people find school activities useful in learning about a career; others don't. Do you recall any activities at school that enabled you to learn about this career?

____ Yes ____ No

School-based or Learning Center activity: If a student mentions a school class, teacher, or other school staff member, get the name of the class and/or the teacher's or other staff member's name, and school position, e.g., English teacher, counselor, vice principal.

School class(es) ____

School staff ________________________ ________________________

(name) (position)

Question 2, Part 3

EBCE Students

> Some people find that activities and experiences outside school are inappropriate for learning about careers; other people find activities and experiences outside school to be useful in learning about careers. Do you recall any activities or experiences outside the EBCE program that were useful to you in learning about ____________________?

Control Group Students

> Some people find that activities and experiences outside school are inappropriate for learning about careers; other people find activities and experiences outside school to be useful in learning about careers. Do you recall any activities or experiences outside school that were useful to you in learning about ____________________?

____ Yes
____ No

Outside activities or experience: If a student mentions activities outside the school or Learning Center, non-school adults, resource people, resource organization, get names of people or organizations involved, and reasons for being involved in activity or relationship; e.g., class field trip, outside work experience, job, friend of family, career orientation, etc.

Names of people or organization(s).

1. ____
2. ____

Reasons for activity or relationship

1. ____
2. ____

Question 2, Part 4

> Many people don't find reading about careers very useful, but others do. Are there any books, pamphlets, or other materials that you remember using to learn about this career?

____ Yes
____ No

Reading: If a student says he has read about a career, ask for the kinds of reading, or for the names of two or three most useful readings. Enter the names, or at least the number of citations given.

1. ______________________________
2. ______________________________

Number of Citations ____________

Question 3, Part 1

Ask Question 3, Part 1 if it not obvious. For example, if the student mentions only one area of activity, then proceed to Part 2.

> Which of these kinds of activity do you consider most useful to you in learning about this career?

Question 3, Part 2

If the student has not described the specific activities he's been involved with, ask something like the following set of questions.

Can you tell me a little bit more about what you did in this activity? (Pause for response.) Approximately how much time did you spent on this activity? (Pause for response.) What, if anything, resulted from this activity?

The student should be given plenty of time to volunteer information about what he did and/or accomplished. You should, however, try to get as much of the information requested below as possible, using such probing as necessary and tactful, without suggesting answers.

More probing may be required for Control group students than for EBCE students; it may also be necessary to do more probing for essentially passive activities than for activities or outside experiences.

Note: This is set up to allow for recording detail about any one of the three kinds of activities listed for Question 2. Usually you would get details about only one of the three - the one where the student had most active involvement.

Outside experience

1. Names and positions or roles of people worked with if other than those named in Question 2.

Name	Position
______________________	______________________
______________________	______________________

2. Approximate number of visits or hours or hours per week.

Visits ________ Hours ________ Hours per week ________ for _____ weeks.

3. Description of activities

____

____

4. Accomplishments or outcomes or products or plans.

____

____

5. Related activities or follow-up activities.

____

____

School or Learning Center activities or reading:

1. Class activities: ____

____

2. Outcomes or products (e.g., assignments completed, written or oral reports on reading, test scores and interpretation, etc.): ______________________

____

3. Non-school adults involved (e.g., on-site people for field trip, outside speakers, etc.):

____

4. Related activities or follow-up activities: ______________________________

____

Question 4

> I know that you probably haven't had time to learn all you would like to know about the requirements for this career. I'd like you to tell me, though, what you think some of the requirements are, based on the information you have been able to gather so far. [Give the student a copy of the Career Requirements Sheets, which are printed on green paper.] These sheets have a list of characteristics or requirements. Obviously, there is no career that requires all of them. Some careers may require very few of them. And for many careers there is very little known by anyone about what the requirements are. Would you go through the list, thinking in terms of this career in which you have expressed interest, and indicate whether you think an item is Necessary for entrance and success, or Helpful in Gaining Advancement, or Not Necessary. Of course, in many instances you may say that you "Don't Know." There will be no penalty for you in giving such a response. Don't feel that you have to spend a great deal of time on this, but I would like you to indicate what you think or know about these characteristics as they relate to this career.

If a student seems to be taking a great deal of time trying to decide between the three categories other than "Don't Know," suggest that he simply mark those characteristics that he thinks to be necessary, and those about which he doesn't know.

Question 5

> Is there some other career that you think you might also be interested in? (Pause for a name.) Would you say this is as interesting as the career we just talked about, or would it be a second choice?

Response: ____

Second Career choice: Equal_____ Second Choice_____ Not Sure_____

Third career choice: Equal to first two_____ Less than first, equal to second_____

Less than either first or second_____

Comments: ____

____

Question 6, Part 1

> I'd like to know some of the things you did or some of the ways you learned about this career. Essentially, I am asking if you will give me the same kind of information you gave about the first career. Would you describe some of the things you've done to learn about this second career, _______________?

Question 6 is essentially a repetition of Question 2, and the same format is to be used for recording student responses. Similarly, Questions 7 and 8 are repetitions of Question 3 and 4 respectively. All the directions applicable to Questions 2-4 are applicable to Questions 6-8.

If the student does not volunteer anything under one or more of the three items below, ask if he has done them, in order to make sure the failure to mention it was not an oversight. But do not appear to be forcing a response. Probe enough to record whether they used each of the three areas of activity to learn about the career.

Question 6, Part 2

EBCE Students

> There are many ways students may learn about careers. Do you recall any activities at the Learning Center or employer sites that enabled you to learn about this career?

Control Group Students

> There are many ways students may learn about careers. Some people find school activities useful in learning about a career; others don't. Do you recall any activities at school that enabled you to learn about this career?

If student says "yes", probe for name of class or school activity and supervisor's role.

____ Yes
____ No

School-based or Learning Center activity: If a student mentions a school class, teacher, or other school staff member, get the name of the class and/or the teacher's or other staff member's name, and school position; e.g., English teacher, counselor, vice principal.

School class(es) ____________________

School staff ____________________ (name) ____________________ (position)

Question 6, Part 3

> Some people find that activities and experiences outside school are inappropriate for learning about careers; other people find activities and experiences outside school to be useful in learning about careers. Do you recall any activities or experiences outside the EBCE program that were useful to you in learning about ____________?

Control Group Students

> Some people find that activities and experiences outside school are inappropriate for learning about careers; other people find activities and experiences outside school to be useful in learning about careers. Do you recall any activities or experiences outside school that were useful to you in learning about ____________?

____ Yes
____ No

Outside activities or experience: If a student mentions activities outside the school or Learning Center, non-school adults, resource people, resource organizations, get names of people or organizations involved, and reasons for being involved in activity or relationship; e.g., class field trip, outside work experience, job, friend of family, career orientation, etc.

Names of people or organization(s)

1. ____________________

2. ____________________

Reasons for activity or relationship

1. ____________________

2. ____________________

Question 6, Part 4

> Many people don't find reading about careers very useful, but others do. Are there any books, pamphlets, or other materials that you remember using to learn about this career?

___ Yes Reading: If a student says he has read about a career, ask for the kinds of
___ No reading, or for the names of two or three most useful readings. Enter the names, or at least the number of citations given.

1. ______________________________ Number of Citations__________

2. ______________________________

Question 7, Part 1

Ask Question 7, Part 1 if it is not obvious. For example, if the student mentions only one area of activity, then proceed to Part 2.

> Which of these kinds of activity do you consider most useful to you in learning about this career?

Question 7, Part 2

If the student has not described the specific activities he's been involved with, ask something like the following set of questions.

> Can you tell me a little bit more about what you did in this activity? (Pause for response.) Approximately how much time did you spent on this activity? (Pause for response.) What, if anything, resulted from this activity?

The student should be given plenty of time to volunteer information about what he did and/or accomplished. You should, however, try to get as much of the information listed below as possible, using such probing as necessary and tactful, without suggesting answers.

More probing may be required for Control group students than for EBCE students; it may also be necessary to do more probing for essentially passive activities than for activities or outside experiences.

Outside experience:

1. Names and positions or roles of people worked with if other than those named in Question 2.

Name	Position
____________________	____________________
____________________	____________________

2. Approximate number of visits or hours or hours per week.

   Visits ________ Hours ________ Hours per week ________ for _____ weeks.

3. Description of activities

   ____

   ____

4. Accomplishments or outcomes or products or plans.

   ____

   ____

5. Related activities or follow-up activities

____

____

School or Learning Center activities or reading:

1. Class activities: ______________________________

____

2. Outcomes or products (e.g., assignments completed, written or oral reports on reading, test scores and interpretation, etc.)

____

____

3. Non-school adults involved (e.g., on-site people for field trip, outside speakers, etc.)

____

____

4. Related activities or follow-up activities

____

____

Question 8

Can you tell me what some of the requirements are for this career?

Hand the student a copy of the Career Requirements Sheets, which are printed on green paper. Refer to the directions to Question 4 if necessary.

Question 9

The choice between these two questions will depend on the response to Question 5.

Can you tell me some of the reasons why this career is your second choice at this time?

OR

If you had to make a choice at this time between this career and the one we discussed earlier, what would be some of the factors you would consider?

Response: ______________________________

____

If the response, with or without probing, is rambling, or dealing with very specific career information and characteristics, try once more to focus the response with a statement like:

These are important details, but I wonder if you can describe the two or three most important factors.

This is a listing of some of the most important factors in career choice, to help you organize the notes of student responses. If you can't record the responses, and the categories get in the way of taking as complete notes as possible, ignore them and simply record as fully as you can the nature of the response.

Personal interests and values:

Educational/ability requirements:

Guesses about chances for employment or advancement:

Opportunities to investigate the two careers equally well:

Other:

Question 10

> So far, we've been talking quite a bit about career choices and requirements. But when we make choices among careers, we as individuals are the "constant" in the situation, and so I'd be interested in getting some idea of how you see yourself on personal characteristics that seem to be important in relation to career choices. [Give the student the response form for Question 10.] Here is the list of characteristics you already used to indicate what you thought to be requirements for the two careers we've talked about. Would you indicate how you rate yourself on these characteristics. Since the way we see ourselves is determined in large part by how we see others in comparison with ourselves, I'd like you to check whether you think you are low, average or high in comparison with others in your own age group. But I'd also like to know how you rate yourself in comparison with adults you know, since in any career you will be dealing with adults. Your rating comparison with adults may be the same as or different from your rating in comparison with others your same age. For instance, an 8th grade boy who is five feet 10 inches is quite tall in comparison with other eighth grade students, but would only be about average in height in comparison with adult men. He might consider himself only average in arithmetic ability compared with other students, but he may see himself as being better at it than his parents and many of his teachers, simply because they don't do arithmetic very much. As I mentioned earlier, there is no good or bad answer here. We are only interested in how you rate yourself on these characteristics, that are also useful in various careers. Don't worry about the last column on this form. I'll ask you about that later.

Question 11

> Would you now look over this list of characteristics one last time and mark in the last column those on which you think your feeling about where you stand has changed markedly in the last year. Put a "plus" in the column if you think your standing has increased, and a minus if you think it has been lowered. Many students think their standing in comparison to other students or adults doesn't change, so don't feel you have to mark characteristics unless you think your standing really has changed.

Question 12

Coming back for a moment to your present thinking about careers and yourself, do you think that your first choice is pretty well in line with your interests, values, and capabilities?

If the student gives a one or two word response (yes, no, not sure), say:

Can you tell me why you feel this way?

Yes____ No____ Not sure____

Reasons: ____________________

____

Question 13

What are your plans for next year?

Graduating Seniors:

I. a. Job, if definite ____________________

b. Ask the student to locate it in the Career Area lists used in Question 1. If different from areas and career already discussed, ask for comments or reasons for choice.

____

c. Ask how heard about the job, and how applied. ____________________

____

II. a. Educational plans, if any.

Name of technical school or college ____________________

General course of study or major ____________________

Full or part time student ____________________

b. Ask if student sees this consistent with career interest and information given in Question 1. Yes____ No____

c. If No, ask for comments or reasons for choice. ____________________

____

III. a. If no educational plans or job, what jobs applied for?

____

b. If no jobs applied for, what will you do?

____

c. If jobs are yet to be sought, but have not been applied for, how will you go about deciding where and how to apply?

____

Present 10th or 11th Grade Students:

a. What high school do you think you will attend? ______________________________

b. What courses do you think you will take?

_________________________________; _________________________________

_________________________________; _________________________________

_________________________________; _________________________________

Note: The question about courses to be taken next year may not be meaningful for EBCE students. The specific questions for EBCE students can't be posed now, pending more information on what choices the students will have with respect to continuation of the EBCE "school."

c. What, if any, plans do you have for use of non-school time next year?

Athletics_____________ Nothing Special_____________

Get a part-time job_____________ Kind of job_____________

d. Can you tell me briefly if or how you see these plans fitting in with your general career planning?

____

____

Question 14

EBCE Students

> If you could have the chance to make the decision again about entering _________ school, or continuing in the high school you would normally have attended, knowing what you now do about the _________ program, would you decide to enter _________?

Most students will probably go beyond a simple yes-no response, and give some explanation. If they do not, ask a question like the one below, but do not push the student if he or she seems reluctant to talk about the reasons.

> Can you tell me a few of the most important reasons why you would (or would not) enter the school again?

Control Group Students

> About a year ago, you applied for admission to _____________ school, but were not able to enroll. If you were again given a chance to enter that school instead of continuing in the school you're now in, would you want to go to _____________?

Use the same kind of probing suggested above, if the student doesn't volunteer an explanation of his answer.

Yes_____ No_____

Reasons: ____

____

Question 15

Are there any other comments you want to make either about your plans and interests for the future, or about the experiences you have had during the past year?

This concludes the interview, except to thank the student for his or her time, and any other remarks or comments that seem appropriate.

As soon as is practical after the conclusion of the interview, you should complete the two overall rating scales below. These two rating scales are "Oral Communication Skill" and "Attitude Toward Career Planning". Definitions of the points on these two scales are given on the following pages.

It has not been possible to pre-test these rating scales, and they are strictly armchair at this stage. An effort has been made to define the points in some detail, with examples of the kinds of behavior the students might be expected to demonstrate in the interview. The "Oral Communication Skill" scale seems fairly explicit.

The "Attitude Toward Career Planning" scale has been defined using three rather idealized descriptions. A few students might be described rather exactly by these three descriptions, but it seems likely that many are best described using combinations of adjacent descriptions. Hence, intermediate points have been provided for use on the rating scales. If a student generally shows more of the characteristics included under the Positive (1) category than those under the neutral (4) category, he should be rated (2). If he shows more of the characteristics included under, or similar to those included under Neutral than under Positive, he should be rated (3). Similar guidelines should be followed for students who seem to fall between Neutral and Negative.

Oral Communication Skill Rating

(See Interview Instructions Sheet for definition of points on this scale.)

1. High_____ 2. Above Average_____ 3. Adequate_____ 4. Low_____

Attitude Toward Career Planning Rating

(See Interview Instructions Sheet for definition of points on this scale.)

(CIRCLE ONE)	1	2	3	4	5	6	7
	Positive			Neutral			Negative

Can't make a rating________

OVERALL INTERVIEW JUDGEMENTS

Oral Communication Skill

1. High

Student gave well organized, relatively brief responses to the questions asked. The need to ask for clarification of responses arose seldom, probably not more than three times during the interview.

2. Above Average

Student responses were generally to the point, and not too lengthy. Request for clarification of ideas was made fairly frequently, but the initial response was sufficiently clear that the requests were directed to specific points.

3. Adequate

The student gave answers that were generally to the point, but they were either rambling or seemed to be quite incomplete. Request for clarification was made often, and in some instances could not be directed to specific points because the original response was too vague.

4. Low

The student had a very great difficulty in expressing himself. Responses were either rambling, or so short and uncommunicative that his ideas simply didn't get across. Few requests for clarification were made, because there was not basis for posing a question or reflecting what had been said.

Attitude Toward Career Planning

*1. Positive

The student appeared to be interested in discussing occupational and career plans and choices, or in talking about what he had done and learned relevant to career planning. Statements indicated that he would continue to assess occupational characteristics and opportunities, and would continue to seek clarification of his own attitudes, interests and progress. The student appeared to be open to the possibilities of future changes in society, technological changes, and resulting changes in career opportunities. He appeared to be enthusiastic, or at least interested in some future prospects. Some statements indicated a feeling that an individual could make at least some choices among a variety of occupations.

4. Neutral

The student showed some interest in discussing occupational or career plans, but for the most part he views choices as being made only within a limited range of careers as defined at this time. Career planning and choice are seen largely within the context and time span represented by the formal educational years - either high school, or high school plus immediate next education or training. There is little evidence of serious thought beyond the next two or three years. Some of the statements or phrases used sound as if they may be repititions of what has been read, or what the student has been told about career planning, with little indication that implications of these statements for the future have been considered. There is some feeling that most of the control over career opportunities and choices is external.

7. Negative

The student shows little or no interest in discussion of career and occupational plans. Nearly all the statements about career planning have explicit or implied negative connotations. Some statements indicate that the student will generally wait to see what options are available at the time a specific career or occupational decision has to be made. Statements about long-term goals are at best very general; e.g. "Have a good paying job." or "Be able to do what I like." and so on. The student indicates a rather strong feeling that the available career choices are determined by external factors in society, the national economy or other vaguely defined influences.

*Ratings are to be made on a seven point scale; these are descriptions of the two end points and the mid point, and this is reflected in these numbers.

CAREER AREA INTEREST AND KNOWLEDGE

Date____________________

Student Name________________________________ School________________________ Grade____________

Please indicate both your interest in and knowledge about each of the career areas listed below.

	INTEREST						KNOWLEDGE				
CAREER AREA	None 1	2	Some 3	4	Very High 5	Don't Know -	None 1	2	Some 3	4	Fair 5
b. Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	___	___	___	___	___	___	___	___	___	___	___
c. Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Miner)	___	___	___	___	___	___	___	___	___	___	___
d. Engineering, Physical Science, Mathematics and Architecture (Architect, Engineer, Statistician, College Science Teacher)	___	___	___	___	___	___	___	___	___	___	___
e. Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	___	___	___	___	___	___	___	___	___	___	___
f. General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hairdresser, Policeman, Military Enlisted Man, General Laborer)	___	___	___	___	___	___	___	___	___	___	___
g. General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	___	___	___	___	___	___	___	___	___	___	___

PAGE 2 - Continued

CAREER AREA INTEREST AND KNOWLEDGE

Date____________________

Student Name______________________________ School______________________ Grade__________

Please indicate both your interest in and knowledge about each of the career areas listed below.

	INTEREST						KNOWLEDGE				
CAREER AREA	None 1	2	Some 3	4	Very High 5	Don't Know -	None 1	2	Some 3	4	Fair 5
h. Humanities, Law, Social and Behavioral Sciences (Diplomat, Newspaper Reporter, Librarian, Social Scientist, College English or Social Science or Foreign Language Teacher)	___	___	___	___	___	___	___	___	___	___	___
i. Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	___	___	___	___	___	___	___	___	___	___	___
j. Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	___	___	___	___	___	___	___	___	___	___	___
k. Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	___	___	___	___	___	___	___	___	___	___	___
l. Secretarial-Clerical and Office Work (Bookkeeper, Bank Clerk, Typist or Keypunch Operator, Receptionist)	___	___	___	___	___	___	___	___	___	___	___
m. Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	___	___	___	___	___	___	___	___	___	___	___

CAREER REQUIREMENTS

Student's Name________________________ Career Selected____________________ Choice: 1st 2nd 3rd
(circle)

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
1. EDUCATION AND TRAINING				
High School Diploma	___	___	___	___
Apprenticeship training	___	___	___	___
Vocational-technical school training	___	___	___	___
Training provided by the military	___	___	___	___
On-the-job training	___	___	___	___
Community college--less than two years	___	___	___	___
Community college--two years	___	___	___	___
Bachelor's degree	___	___	___	___
Master's degree	___	___	___	___
Doctoral degree	___	___	___	___
Post-doctoral training or internship	___	___	___	___
2. SCHOOL-RELATED ABILITIES				
Basic Reading: Ordinary written directions, newspaper articles.	___	___	___	___
Advanced Reading: College-level textbooks, literary magazines, technical materials.	___	___	___	___

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
Basic Writing: Describe events, write directions.	___	___	___	___
Advanced Writing: Write good essays and technical reports.	___	___	___	___
Basic Arithmetic: Add, subtract, multiply, divide, and do fractions.	___	___	___	___
Mathematical Comprehension: Use formulas, balance or solve equations.	___	___	___	___
Reasoning: Solve problems logically. Draw conclusions from particular facts.	___	___	___	___
Space Ability: Imagine how to construct objects from plans. See how the parts of things will fit together.	___	___	___	___
Use of Resource and Reference Materials	___	___	___	___
Memorization	___	___	___	___
Interpretation and Incorporation of Ideas: Understand information from various sources and put it together in logical fashion.	___	___	___	___
Planning and Organization of Time	___	___	___	___

3. PHYSICAL ABILITIES

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
Health: Be healthy enough to meet the demands of school and most jobs.	___	___	___	___
Strength, Stamina, Endurance: Perform actions requiring bodily strength and endurance.	___	___	___	___

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
Manual Dexterity: Perform actions requiring good coordination of hands and fingers.	___	___	___	___

4. CREATIVE ABILITIES

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
General: Use materials, words or ideas in original ways.	___	___	___	___
Artistic	___	___	___	___
Writing	___	___	___	___
Musical	___	___	___	___
Dramatic	___	___	___	___
Mechanical Abilities: Learn how to operate and repair complicated mechanical devices.	___	___	___	___

5. INTER-PERSONAL SKILLS

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
Persuasive: Persuade others to agree with an idea or to follow a course of action.	___	___	___	___
Leadership: Lead a group toward group goals.	___	___	___	___
Cooperation: Recognize the needs of others and sacrifice some of your own interests in working toward a group goal.	___	___	___	___
Friendliness	___	___	___	___

	Necessary	Helpful for Advancement	Not Necessary	Don't Know
6. INTERESTS				
Outdoor	___	___	___	___
Mechanical	___	___	___	___
Computational	___	___	___	___
Scientific	___	___	___	___
Sales	___	___	___	___
Art: Painting, sculpting, photography.	___	___	___	___
Performing Arts: Music, drama and dance.	___	___	___	___
Verbal: Communicating ideas.	___	___	___	___
Aural: Listening and speaking skills are important.	___	___	___	___
Social Service: Working with people.	___	___	___	___
Clerical: Using office skills.	___	___	___	___
7. ADDITIONAL PERSONAL CHARACTERISTICS				
Extra level of motivation	___	___	___	___
Self-discipline	___	___	___	___
Ability to take directions easily	___	___	___	___

	Necessary	Helpful for Advancement	Not Necessary	Don't know
Ability to assume initiative	___	___	___	___
Willingness to conform to standards of dress	___	___	___	___
Ability to work alone	___	___	___	___
8. ADDITIONAL RESOURCES AND REQUIREMENTS				
Money for additional education	___	___	___	___
Money to buy necessary equipment, books, etc.	___	___	___	___
Money to get business established (rent, inventory, etc.)	___	___	___	___
Union membership	___	___	___	___
Special licensing or certification requirements	___	___	___	___
Professional examinations (bar, real estate, etc.)	___	___	___	___

For use with Questions 10 and 11

SR - A

Student's Name: ________________

YOU, COMPARED WITH . . .

1. SCHOOL-RELATED ABILITIES	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
Basic Reading:	___	___	___	___	___	___	___	___	___
Advanced Reading:	___	___	___	___	___	___	___	___	___
Basic Writing:	___	___	___	___	___	___	___	___	___
Advanced Writing:	___	___	___	___	___	___	___	___	___
Basic Arithmetic:	___	___	___	___	___	___	___	___	___
Mathematical Comprehension:	___	___	___	___	___	___	___	___	___
Reasoning:	___	___	___	___	___	___	___	___	___
Space Ability:	___	___	___	___	___	___	___	___	___
Use of Resource and Reference Materials:	___	___	___	___	___	___	___	___	___

For use with Questions 10 and 11

SR - B

Student's Name:____________________________

YOU, COMPARED WITH . . .

	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
Memorization:	___	___	___	___	___	___	___	___	___
Interpretation and Incorporation of Ideas:	___	___	___	___	___	___	___	___	___
Planning and Organization of Time:	___	___	___	___	___	___	___	___	___
2. PHYSICAL ABILITIES									
Health:	___	___	___	___	___	___	___	___	___
Strength, Stamina, Endurance:	___	___	___	___	___	___	___	___	___
Physical Skills:	___	___	___	___	___	___	___	___	___
Manual Dexterity:	___	___	___	___	___	___	___	___	___

For use with Questions 10 and 11

SR - C

Student's Name:_______________________________

YOU, COMPARED WITH . . .

	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
3. CREATIVE ABILITIES									
General:	___	___	___	___	___	___	___	___	___
Artistic:	___	___	___	___	___	___	___	___	___
Writing:	___	___	___	___	___	___	___	___	___
Musical:	___	___	___	___	___	___	___	___	___
Dramatic:	___	___	___	___	___	___	___	___	___
Mechanical:	___	___	___	___	___	___	___	___	___
Clerical Speed and Accuracy:	___	___	___	___	___	___	___	___	___

For use with Questions 10 and 11

Student's Name: ______________________________

YOU, COMPARED WITH . . .

	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
4. INTER-PERSONAL SKILLS									
Persuasive:	___	___	___	___	___	___	___	___	___
Leadership:	___	___	___	___	___	___	___	___	___
Cooperation:	___	___	___	___	___	___	___	___	___
Friendliness:	___	___	___	___	___	___	___	___	___
5. INTERESTS									
Outdoor:	___	___	___	___	___	___	___	___	___
Mechanical:	___	___	___	___	___	___	___	___	___
Computational:	___	___	___	___	___	___	___	___	___
Scientific:	___	___	___	___	___	___	___	___	___
Sales:	___	___	___	___	___	___	___	___	___

For use with Questions 10 and 11

SR - E

Student's Name: ____________________

YOU, COMPARED WITH . . .

	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
Art:	___	___	___	___	___	___	___	___	___
Performing Arts:	___	___	___	___	___	___	___	___	___
Verbal:	___	___	___	___	___	___	___	___	___
Aural:	___	___	___	___	___	___	___	___	___
Social Service:	___	___	___	___	___	___	___	___	___
Clerical:	___	___	___	___	___	___	___	___	___
6. ADDITIONAL PERSONAL CHARACTERISTICS									
Level of Motivation:	___	___	___	___	___	___	___	___	___
Self-discipline:	___	___	___	___	___	___	___	___	___
Ability to Take Directions Easily:	___	___	___	___	___	___	___	___	___

For use with Questions 10 and 11

SR - F

Student's Name: ______________________________

YOU, COMPARED WITH . . .

	OTHERS IN YOUR AGE GROUP				ADULTS YOU KNOW				
	Low	Average	High	Don't Know or Not Sure	Low	Average	High	Don't Know or Not Sure	Change
Ability to Assume Initiative:	___	___	___	___	___	___	___	___	___
Willingness to Conform to Standards of Dress:	___	___	___	___	___	___	___	___	___
Ability to Work Alone:	___	___	___	___	___	___	___	___	___
7. WRITE IN ANY OTHER ABILITIES OR SKILLS YOU HAVE THAT ARE NOT LISTED ABOVE:									
______________________________	___	___	___	___	___	___	___	___	___
______________________________	___	___	___	___	___	___	___	___	___
______________________________	___	___	___	___	___	___	___	___	___
______________________________	___	___	___	___	___	___	___	___	___

Parent Questionnaire

McGwigan School and KCSS

PARENT QUESTIONNAIRE

Name of parent ______________________________

Name of son or daughter participating in the EBCE program

____

Address of parent ____
(street)

____ Phone __________
(city) (state) (zip code)

Parent completing this questionnaire is which of the following? (if both parents are completing this questionnaire together, check two)

a.____Father
b.____Mother

c.____Stepfather
d.____Stepmother

e.____Legal Guardian

1. How long has your son or daughter participated in the EBCE program?

   a.____Less than a school year
   b.____One school year (September 1974 till now)
   c.____Two school years
   d.____Other length of time (please describe briefly) ________________

2. What part did you have in your daughter or son's decision to participate in the EBCE program this year?

   a.____Parent had no part; daughter or son decided on own.
   b.____Parent discussed it with daughter or son; then daughter or son made the decision.
   c.____Parent and daughter or son had equal say in the decision.
   d.____Parent decided after discussing it with daughter or son.
   e.____Other type of decision (please describe briefly)________________

3. What kind of contacts or meetings have you had with the EBCE program staff this school year? [Record frequency of each type of contact.]

	How many contacts this school year?				
	None	Once	Twice	3 to 5 times	More than 5 times
a. Phone conversation with staff member	____	____	____	____	____
b. Meeting at EBCE center with staff member(s)	____	____	____	____	____
c. Meeting with EBCE staff members and other parents of EBCE students	____	____	____	____	____

	How many contacts this school year?				
	None	Once	Twice	3 to 5 times	More than 5 times
d. Mail—general information about the EBCE program	___	___	___	___	___
e. Mail—specific information about your son or daughter	___	___	___	___	___
f. Written reports from staff about the performance of your son or daughter (e.g., evaluations of his/her work, grades on projects, etc.)	___	___	___	___	___
g. Spoken reports from staff about the performance of your son or daughter	___	___	___	___	___
h. Personal observation of students in Learning Center	___	___	___	___	___
i. Personal observation of students in activities with employer/community resource person	___	___	___	___	___
j. Other (please specify) ______________________	___	___	___	___	___

4. About how often does your daughter or son talk to you about what's going on in the EBCE program this year? Estimate how often your daughter or son talks to you about each of the following topics.

	How often?				
Daughter or son talks to me about:	About every day	Once or twice a week	Once or twice a month	Once or twice semester	Almost never
a. Experiences at the Learning Center	___	___	___	___	___
b. Experiences with an employer or community resource person	___	___	___	___	___
c. Other students in the EBCE program	___	___	___	___	___
d. EBCE program staff	___	___	___	___	___
e. Reading activities in EBCE	___	___	___	___	___
f. Math activities in EBCE	___	___	___	___	___
g. Writing she/he is doing in EBCE	___	___	___	___	___

	How often?				
Daughter or son talks to me about:	About every day	Once or twice a week	Once or twice a month	Once or twice semester	Almost never
h. Specific job skills being learned through EBCE	___	___	___	___	___
i. Careers or career planning	___	___	___	___	___
j. Special projects she/he is working on in EBCE	___	___	___	___	___
k. Discussions she/he had with EBCE staff or resource persons	___	___	___	___	___
l. Discussions she/he had with EBCE students	___	___	___	___	___
m. Academic problems encountered while in EBCE	___	___	___	___	___
n. Personal problems encountered while in EBCE	___	___	___	___	___
o. Problems she or he has solved	___	___	___	___	___
p. Other (please specify) ______________________	___	___	___	___	___

5. Have you received enough information about...	Definitely not	No	Not Sure	Yes	Definitely yes
a. what to expect when your son or daughter first began in EBCE	1	2	3	4	5
b. your son or daughter's progress in basic skills (reading, math, writing)	1	2	3	4	5
c. your son or daughter's progress in interpersonal and social development	1	2	3	4	5
d. your son or daughter's progress in career development skills and knowledge	1	2	3	4	5
e. the EBCE program in general	1	2	3	4	5

6. What do you think your daughter or son will be doing a year after high school?

a.______ Working
b.______ Attending some kind of college
c.______ Attending some kind of business school
d.______ Attending some kind of trade school
e.______ Married
f.______ Military
g.______ Other (please describe briefly) ______________________________

7. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE program?

____

____

____

8. What negative changes have you noticed in your daughter or son that might be a result of participation in the EBCE program?

____

____

INFORMATION FOR INTERVIEWER

9. On the next pages are listed some areas of possible importance for student learning. Please rate each in terms of three things: (1) how important you feel it is for a student to learn; (2) how well you feel the EBCE program is accomplishing each for your daughter or son; and (3) whether you feel your daughter or son has improved in this area this school year.

Answer the first two parts by circling one of the five numbers. For the first part (how important the area is for a student to learn), circle:

① if not important,
⑤ if highly important, and
②, ③, or ④ for an opinion somewhere in between not important and highly important.

Likewise, for the second part (how effective the program is in enabling a student to learn), circle:

① if not effective,
⑤ if highly effective, and
②, ③, or ④ for an opinion in between.

Answer the third part (how much improvement you've seen in your daughter or son) by circling one of three numbers: 1 for no improvement, 2 for some improvement, or 3 for much improvement.

Student learns to:	How important do you feel this learning is?					How effective do you feel the EBCE program has been in enabling your son or daughter to learn this area?					How much improvement have you seen in your son or daughter this year?		
	Not important				Highly important	Not effective				Highly effective	None	Some	Much
a. Perform specific occupational skills	1	2	3	4	5	1	2	3	4	5	1	2	3
b. Be punctual and organize his time	1	2	3	4	5	1	2	3	4	5	1	2	3
c. Assume responsibility for himself	1	2	3	4	5	1	2	3	4	5	1	2	3
d. Make decisions and follow through	1	2	3	4	5	1	2	3	4	5	1	2	3
e. Communicate with other in a mature way	1	2	3	4	5	1	2	3	4	5	1	2	3
f. Be aware of more career opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3
g. Make plans for after high school is completed	1	2	3	4	5	1	2	3	4	5	1	2	3
h. Work with others	1	2	3	4	5	1	2	3	4	5	1	2	3
i. Evaluate his own work	1	2	3	4	5	1	2	3	4	5	1	2	3
j. Perform basic academic skills	1	2	3	4	5	1	2	3	4	5	1	2	3
k. Think through and solve problems	1	2	3	4	5	1	2	3	4	5	1	2	3
l. Develop math skills	1	2	3	4	5	1	2	3	4	5	1	2	3
m. Develop writing ability	1	2	3	4	5	1	2	3	4	5	1	2	3
n. Develop reading ability	1	2	3	4	5	1	2	3	4	5	1	2	3
o. Develop speaking and listening skills	1	2	3	4	5	1	2	3	4	5	1	2	3
p. Have a positive attitude toward self	1	2	3	4	5	1	2	3	4	5	1	2	3
q. Have a positive attitude toward work	1	2	3	4	5	1	2	3	4	5	1	2	3
r. Have a positive attitude toward learning	1	2	33	4	5	1	2	3	4	5	1	2	3

		How important do you feel this learning is?					How effective do you feel the EBCE program has been in enabling your son or daughter to learn this area?					How much improvement have you seen in your son or daughter this year?		
	Student learns to	Not impor-tant				Highly impor tant	Not effec-tive				Highly effec-tive	None	Some	Much
s.	Prepare for further education	1	2	3	4	5	1	2	3	4	5	1	2	3
t.	Prepare for job seeking	1	2	3	4	5	1	2	3	4	5	1	2	3
u.	Improve interpersonal and social skills	1	2	3	4	5	1	2	3	4	5	1	2	3
v.	Be tolerant of different ideas and backgrounds of people	1	2	3	4	5	1	2	3	4	5	1	2	3
w.	Other (please specify) ____________________	1	2	3	4	5	1	2	3	4	5	1	2	3

10. What problems, if any, has your son or daughter encountered in the EBCE program this year?

____

____

____

Were these problems solved? Yes____ No____

If no, please indicate which problems were not solved.

____

11. If you had it to do over again, would you want your daughter or son to participate in the EBCE program?

Definitely Not	No	Not Sure	Yes	Definitely Yes
1	2	3	4	5

12. What school did your son or daughter attend prior to the EBCE program?

Name of school____

Address of School____
(street)

____
(city) (state) (zip code)

13. In comparison with past experiences in other schools, how much opportunity did the EBCE program provide your daughter or son for learning about each of the following?

	Much less	Somewhat less	About the same	Somewhat more	Much more
a. Occupations	1	2	3	4	5
b. Specific job skills	1	2	3	4	5
c. Reading	1	2	3	4	5
d. Writing	1	2	3	4	5
e. Problem solving	1	2	3	4	5
f. Interpersonal skills	1	2	3	4	5
g. Oral communication	1	2	3	4	5
h. Knowledge of own interests, abilities, and values	1	2	3	4	5
i. Responsibility	1	2	3	4	5
j. Cooperation	1	2	3	4	5
k. Tolerance of variety of viewpoints	1	2	3	4	5

14. How well does the EBCE program compare overall with the past school experiences of your daughter or son?

Much worse	Somewhat worse	About the same	Somewhat better	Much better
1	2	3	4	5

15. In comparison with past experiences in other schools how motivated is your daughter or son to learn in the EBCE program?

Much worse	Somewhat worse	About the same	Somewhat better	Much better
1	2	3	4	5

16. How well do you think your son or daughter likes the EBCE program compared with past school experiences?

Much worse	Somewhat worse	About the same	Some what better	Much better
1	2	3	4	5

17. What types of knowledge, skills or attitudes has your daughter or son acquired in the EBCE program that you feel she or he would not have gotten from a regular high school?

____

____

____

18. How would you rate the following?
Indicate ① if you rate the item poor, ⑤ if excellent, and ②, ③, or ④ if you rate the item somewhere in between poor and excellent.

	Poor				Excellent	Don't know enough to rate
a. General quality of EBCE program staff	1	2	3	4	5	6
b. General quality of the business and community resource people participating in the EBCE program	1	2	3	4	5	6
c. Approaches to learning being used at the Learning Center	1	2	3	4	5	6
d. Approaches to learning being used at the experience sites (with the resource people)	1	2	3	4	5	6
e. Variety of business and community resources available in the EBCE program	1	2	3	4	5	6
f. Quality of EBCE staff supervision and direction of student learning	1	2	3	4	5	6
g. Quality of EBCE staff evaluation of student learning/development	1	2	3	4	5	6
h. Involvement of parents in EBCE policy making	1	2	3	4	5	6
i. Academic counseling	1	2	3	4	5	6
j. Personal counseling	1	2	3	4	5	6
k. Career counseling	1	2	3	4	5	6

19. What do you think are the greatest strengths of the EBCE program?

____

____

____

____

20. What do you think are the greatest weaknesses of the EBCE program?

____

____

____

21. What improvements could be made in the EBCE program — its curriculum, organization, and so forth?

____

____

____

____

Thank you very much for your time and cooperation.

Parent Questionnaire

Far West School

PARENT QUESTIONNAIRE

Name of parent(s) ____

Name of son or daughter attending Far West School ______________________

Address of parent(s) ____
(street) (city) (zipcode)

Parents' phone ______________

Please check one item below which best describes you. If both parents are completing this form together, check two.

a.____ Father
b.____ Mother
c.____ Stepfather
d.____ Stepmother
e.____ Legal Guardian

---

1. How well does the Far West School compare overall with the past school experiences of your daughter or son?

   a.____ It is much better
   b.____ It is somewhat better
   c.____ It is about the same
   d.____ It is somewhat worse
   e.____ It is much worse
   f.____ No opinion

2. How well do you think your son or daughter liked the Far West School compared with past school experiences?

   a.____ Much better
   b.____ Somewhat better
   c.____ About the same
   d.____ Somewhat less
   e.____ Much less
   f.____ No opinion

3. How does the amount of learning your son or daughter is getting at the Far West School compare with past school experiences?

   a.____ Learning much more
   b.____ Learning somewhat more
   c.____ Learning about the same
   d.____ Learning somewhat less
   e.____ Learning much less
   f.____ No opinion

4. What do you think are the greatest strengths of the Far West School?

   ____

   ____

5. What do you think are the greatest weaknesses of the Far West School?

   ____

   ____

6. If you had it to do over again, would you want your son or daughter to participate in the Far West School program?

   a.____ Yes
   b.____ No
   c.____ Don't care

7. About how often are you in contact with the Far West School staff in the course of the school year? ____

8. What kinds of contacts have you had with the Far West School? (Check all that apply.)

a._____ Phone conversations
b._____ Individual meetings
c._____ Group meetings (with other parents)
d._____ Mailed correspondence - general school information
e._____ Mailed correspondence - specific information about your son or daughter
f._____ Written reports about the performance of your son or daughter
g._____ Spoken reports about the performance of your son or daughter
h._____ Personal observations at the Far West School
i._____ Personal observations of activities at resource/community sites
j._____ Other (please specify) ____

9. Do you get all the information you want about your son or daughter's progress and performance at the school?

a.____ Yes b.____ No c.____ Not sure

10. Do you get all the information you want about the school in general?

a.____ Yes b.____ No c.____ Not sure

11. What did you hope your son or daughter would get out of the Far West School program?

____

____

12. What would you like your child to do after graduation?

____

____

13. Is this what you think your child will be doing after graduation from the Far West School?

____

____

14. Do you think that participating in the Far West School program has changed your son or daughter in any way?

a.____ Yes b.____ No c.____ Don't know

IF YES: a.____ The changes were positive
b.____ The changes were negative

Please describe the changes that you have seen in your son or daughter that might be a result of the Far West School program. ______________________________

____

15. How important do you feel that the following kinds of learning are?

	very important	somewhat important	not important
a. Learning about potential careers	____	____	____
b. Learning to take responsibility for one's decisions and actions	____	____	____
c. Learning how to communicate with others	____	____	____
d. Learning basic academic skills (reading, writing, math)	____	____	____

16. How effective do you feel that the Far West School has been in teaching your son or daughter the following:

	Not at all effective	Somewhat effective	Very effective
a. Learning about potential careers	____	____	____
b. Learning to take responsibility for one's decisions and actions	____	____	____
c. Learning how to communicate with others	____	____	____
d. Learning basic academic skills (reading, writing, math)	____	____	____

17. Please describe any problems your son or daughter has had at the Far West School and whether or not these problems were resolved.

____

____

18. Have you been involved in any project planning and decision making at the Far West School?

a.____ Yes b.____ No

IF YES, PLEASE DESCRIBE: ____

____

There are no additional structured questions that we need to ask you. However, we would appreciate any additional comments or impressions you have about the program at the Far West School. You can use the space on this page and the back of this page to make any comment or suggestions about the program you wish.

____

____

____

Parent Questionnaire

$(CE)_2$

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(CE)$_2$ PARENT QUESTIONNAIRE

Name(s) of parent(s) ____

Name of son or daughter attending (CE)$_2$ ______________________________

Address of parent(s) ____
(street) (city) (zip)

Parents' phone ______________________________

Please check one item below which best describes you. If both parents are completing this form together, check two.

a. _____ Father
b. _____ Mother
c. _____ Stepfather
d. _____ Stepmother
e. _____ Legal guardian
f. _____ Other

---

1. How well does the (CE)$_2$ program compare overall with the past school experiences of your daughter or son?

a.____ It is much better
b.____ It is somewhat better
c.____ It is about the same
d.____ It is somewhat worse
e.____ It is much worse
f.____ No opinion

2. How well do you think your son or daughter likes the (CE)$_2$ program compared with past school experiences?

a.____ Much better
b.____ Somewhat better
c.____ About the same
d.____ Somewhat less
e.____ Much less
f.____ No opinion

3. How does the amount of learning your son or daughter is getting at (CE)$_2$ compare with past school experiences?

a.____ Learning much more
b.____ Learning somewhat more
c.____ Learning about the same
d.____ Learning somewhat less
e.____ Learning much less
f.____ No opinion

4. If you had it to do over again, would you want your son or daughter to participate in the (CE)$_2$ program?

a.____ Yes
b.____ No
c.____ Don't care

5. About how often are you in contact with the (CE)$_2$ staff in the course of the school year?

a.____ Almost every day
b.____ Once or twice a week
c.____ Once or twice a month
d.____ Several times a year
e.____ Almost never
f.____ Never

6. What kinds of contacts have you had with the (CE)$_2$ staff? (Check all that apply.)

a.____Phone conversations
b.____Individual meetings
c.____Group meetings (with other parents)
d.____Mailed correspondence--general program information
e.____Mailed correspondence--specific information about your son or daughter
f.____Written reports about the performance of your son or daughter
g.____Spoken reports about the performance of your son or daughter
h.____Other (please specify) ______________________________

7. How much information are you receiving about your son or daughter's progress and performance in $(CE)_2$?

a.____ Receiving more information than I really want or need
b.____ Receiving all the information I need at this time
c.____ Would like to receive more information. Describe briefly what kind of information you'd like to get.

____

8. How much information are you receiving about $(CE)_2$ in general?

a.____ Receiving more information than I really want or need
b.____ Receiving all the information I need at this time
c.____ Would like to receive more information. Describe briefly what kind of information you'd like to get.

____

9. When your son or daughter first joined $(CE)_2$, what did you hope he or she would get out of the $(CE)_2$ program?

____

____

10. What would you like your son or daughter to do after graduation from $(CE)_2$? (Check one or more of the following)

a.____ Work
b.____ Attend some kind of college
c.____ Attend some kind of business school
d.____ Attend some kind of trade or technical training school
e.____ Get married
f.____ Go into military service
g.____ Other (please describe briefly) ____________________
h.____ Don't know

11. What do you think your son or daughter will be doing after graduation from $(CE)_2$? (Circle one or more of the above activities.)

12. Do you think that participating in the $(CE)_2$ program has changed your son or daughter in any way?

a.____ Yes b.____ No c.____ Don't know

IF YES: (1)____ The changes were positive
(2)____ The changes were negative

Please describe the changes, if any, that you have seen in your son or daughter that might be a result of the $(CE)_2$ program.

____

____

13. How important do you feel the following kinds of learning are for high school students?

	Very Important	Somewhat Important	Not Important
a. Learning about careers	___	___	___
b. Learning responsibility	___	___	___
c. Learning how to communicate with others	___	___	___
d. Learning basic academic skills (reading, writing, math)	___	___	___
e. Learning specific job skills	___	___	___

14. How effective do you feel that $(CE)_2$ has been in teaching your son or daughter the following kinds of learning?

	Very Effective	Somewhat Effective	Not at all Effective
a. Learning about careers	___	___	___
b. Learning responsibility	___	___	___
c. Learning how to communicate with others	___	___	___
d. Learning basic academic skills (reading, writing, math)	___	___	___
e. Learning specific job skills	___	___	___

15. Please describe any problems your son or daughter has had in the $(CE)_2$ program.

____

____

Was (were) the problem(s) resolved? ___ Yes ___ No ___ Don't know

16. What do you think are the greatest strengths of the $(CE)_2$ program?

____

____

17. What do you think are the greatest weaknesses of the $(CE)_2$ program?

____

____

18. Have you been involved in any project planning and decision making at $(CE)_2$, e.g., development of curriculum, decisions about student activities or procedures, decisions about staff policies or practices?

a.___ Yes b.___ No

IF YES, please describe. ______________________________

There are no additional structured questions that we need to ask you. However, we would appreciate any comments or impressions you have about the $(CE)_2$ program. You can use the space on the back of this page to make any comment or suggestion about the program you wish.

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

Parent Questionnaire

Academy for Career Education

PARENT QUESTIONNAIRE

Name of parent(s) ______________________________

Name of son or daughter attending Academy ______________________________

Address of parent(s) ______________________________
(street) (city) (zipcode)

Parents' phone ______________

Please check one item below which best describes you. If both parents are completing this form together, check two.

a.____ Father
b.____ Mother
c.____ Stepfather
d.____ Stepmother
e.____ Legal Guardian

---

1. How well does the Academy program compare overall with the past school experiences of your daughter or son?

a.____ It is much better
b.____ It is somewhat better
c.____ It is about the same
d.____ It is somewhat worse
e.____ It is much worse
f.____ No opinion

2. How well do you think your son or daughter liked the Academy compared with past school experiences?

a.____ Much better
b.____ Somewhat better
c.____ About the same
d.____ Somewhat less
e.____ Much less
f.____ No opinion

3. How does the amount of learning your son or daughter is getting at the Academy compare with past school experiences?

a.____ Learning much
b.____ Learning somewhat more
c.____ Learning about the same
d.____ Learning somewhat less
e.____ Learning much less
f.____ No opinion

4. What do you think are the greatest strengths of the Academy?

____

____

5. What do you think are the greatest weaknesses of the Academy?

____

____

6. If you had it to do over again, would you want your son or daughter to participate in the Academy program?

a.____ Yes
b.____ No
c.____ Not sure

7. About how often are you in contact with the Academy staff in the course of the school year? ______________________________

8. What kinds of contacts have you had with the Academy staff? (Check all that apply.)

a._____ Phone conversations
b._____ Individual meetings
c._____ Group meetings (with other parents)
d._____ Mailed correspondence - general school information
e._____ Mailed correspondence - specific information about your son or daughter
f._____ Written reports about the performance of your son or daughter
g._____ Spoken reports about the performance of your son or daughter
h._____ Personal observations at the Learning Center
i._____ Personal observations of activities at employer/community sites
j._____ Other (please specify) ____________________________________

9. Do you get all the information you want about your son or daughter's progress and performance at the Academy?

a.____ Yes b.____ No c.____ Not sure

10. Do you get all the information you want about the Academy in general?

a.____ Yes b.____ No c.____ Not sure

11. What did you hope your son or daughter would get out of the Academy program?

____

____

12. Did your son or daughter actually get out of the Academy what you hoped he/she would?

____

____

13. What would you like your child to do after graduation?

____

____

14. Is this what you think your child will be doing after graduation from the Academy?

____

____

15. Do you think that participating in the Academy program has changed your son or daughter in any way?

a.____ Yes b.____ No c.____ Don't know

IF YES: a.____ The changes were positive
b.____ The changes were negative

Please describe the changes that you have seen in your son or daughter that might be a result of the Academy Program. ________________________________

____

16. How important do you feel that the following kinds of learning are?

	very important	somewhat important	not important
a. Learning about careers	____	____	____
b. Learning responsibility	____	____	____
c. Learning how to communicate with others	____	____	____
d. Learning basic academic skills (reading, writing, math)	____	____	____
e. Learning specific job skills	____	____	____

17. How effective do you feel that the Academy has been in teaching your son or daughter the following:

	Not at all effective	Somewhat effective	Very effective
a. Learning about careers	____	____	____
b. Learning responsibility	____	____	____
c. Learning how to communicate with others	____	____	____
d. Learning basic academic skills (reading, writing, math)	____	____	____
e. Learning specific job skills	____	____	____

18. Please describe any problems your son or daughter has had at the Academy, and whether or not these problems were resolved.

____

____

19. Have you been involved in any project planning and decision making at the Acedemy?

a.____ Yes   b.____ No

IF YES, PLEASE DESCRIBE: ____

____

There are no additional structured questions that we need to ask you. However, we would appreciate any additional comments or impressions you have about the program at the Academy. You can use the space on this page and the back of this page to make any comment or suggestions about the program you wish.

____

____

____

Former Student Questionnaire

McGwigan School

In the EBCE program (AEL)

From ______________________________ to ______________________________
(month) (year) (month) (year)

EBCE GRADUATE AND DROPOUT QUESTIONNAIRE

Date: ____________________

NAME ______________________________ SEX: M____ F ____

PRESENT ADDRESS ______________________________
Street

____
City State Zip Code

PERMANENT ADDRESS ______________________________
Street

____
City State Zip Code

PRESENT PHONE ____________________

First Contact: ______________________________
(month) (day) (time)

Second Contact, if any: ______________________________
(month) (day) (time)

Other Contacts, if any: ______________________________
(month) (day) (time)

____
(month) (day) (time)

____
(month) (day) (time)

Time of interview: ______________________________
(month) (day) (time began--ended)

Name of Interviewer: ______________________________

Interview Comments: ______________________________

____

____

____

1. First, I'd like to know your marital status?

_____ Single

_____ Married

_____ Separated

_____ Divorced

_____ Other: ____

2. With whom do you live?

_____ Parents

_____ Relatives

_____ Friend(s)

_____ Alone

_____ Other

3. What is your main present activity? (CHECK ALL THAT APPLY.)

_____ Unemployed - not looking for work

_____ Unemployed - looking for work

_____ Housewife

_____ Full-time student (taking at least 12 semester hours)

_____ Part-time student (taking less than 12 semester hours)

_____ Working part-time

_____ Working full-time

(IF RESPONDENT IS UNEMPLOYED AT THIS TIME, ASK #4.)

4. Have you ever worked since you graduated from EBCE? ____Yes ____No
(IF "YES", ASK RESPONDENT QUESTIONS 5-18; IF "NO" ASK QUESTIONS 5-7 & 19.)

5. Were there any jobs you tried for but didn't get? ____Yes ____No
(IF "YES, ASK RESPONDENT QUESTION 6; IF "NO" SKIP TO QUESTION 7.)

6. Why do you think you didn't get the job/jobs? ______________________________

____

THE FOLLOWING QUESTION SHOULD BE ASKED OF ALL STUDENTS WHO HAVE LOOKED FOR WORK.

7. How much difficulty would you say you have had in getting work since you left the EBCE program?

_____ No difficulty

_____ Some difficulty

_____ Much difficulty

What kind of difficulty? (PROBE) ______________________________

____

(IF RESPONDENT SAYS HE/SHE HAS EVER WORKED SINCE LEAVING EBCE, ASK QUESTIONS 8 THROUGH 18. IF HE/SHE IS GOING TO SCHOOL, SKIP TO QUESTION 19.)

8. What kind of work are (or were) you doing?

RECORD ANSWER, THEN CODE ACCORDING TO OCCUPATIONAL LIST.

______________________________	______________
Brief Description of Job	Occ. Code

9. How long have you had (or did you have) this particular job? ____months

10. Describe the other full-time jobs you have had since you left EBCE?

RECORD ANSWERS, THEN CODE ACCORDING TO OCCUPATIONAL LIST.

______________________________	______________
Brief Description of Job	Occ. Code
______________________________	______________
Brief Description of Job	Occ. Code
______________________________	______________
Brief Description of Job	Occ. Code

11. What is (was) your main reason for working? ____________________

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Can you think of any other reasons? What were they? ______________

____

12. How many hours do you work a week on the average?

_____ 1-4 hours

_____ 5-10 hours

_____ 11-20 hours

_____ 21-30 hours

_____ 31-40 hours

_____ Over 40 hours

13. When you look back and compare the course of your career so far with that of people about your age, are you: (INTERVIEWER CHECK ONE.)

_____ Much less satisfied with your career than they are?

_____ Somewhat less satisfied with your career than they are?

_____ About as satisfied with your career as they are?

_____ Somewhat more satisfied with your career than they are?

_____ Much more satisfied with your career than they are?

14. When you compare how the rest of your career is likely to turn out with how the careers of people your age are likely to turn out, are you: (INTERVIEWER CHECK ONE.)

_____ Much less satisfied than they are?

_____ Somewhat less satisfied than they are?

_____ About as satisfied as they are?

_____ Somewhat more satisfied than they are?

_____ Much more satisfied than they are?

15. Would you like to work at your present job 5 years from now? (INTERVIEWER READ LIST WHICH FOLLOWS AND RECORD ANSWERS.)

_____ Definitely

_____ Probably

_____ Uncertain

_____ Probably not

_____ Definitely not

16. Would you rather have some other job? ____Yes ____No ____Unsure

17. What kind of a job would you like to have in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO OCCUPATIONAL LIST.

____ Brief Description of Job

________________ Occ. Code

18. I am going to read you some items which describe various aspects of jobs. Please tell me how satisfied you are with this aspect of your present job. (INTERVIEWER: CIRCLE APPROPRIATE NUMBER.)

	Very Dissat.				Very Sat.	Not Applicable
Earnings	1	2	3	4	5	NA
The duties of the job	1	2	3	4	5	NA
Job security	1	2	3	4	5	NA
The amount of responsibility I have	1	2	3	4	5	NA
Opportunity for promotion or advancement	1	2	3	4	5	NA
Benefits (insurance, sick pay, pension plans, etc.)	1	2	3	4	5	NA
Opportunities to use my knowledge and ability	1	2	3	4	5	NA
Getting along with fellow workers	1	2	3	4	5	NA
The kind of supervisor I have	1	2	3	4	5	NA
Physical working conditions	1	2	3	4	5	NA

19. Are you participating in any educational or training program? (IF "NO" SKIP TO QUESTION 26.) ____Yes ____No

If so, what type of training program are you now participating in? (INTERVIEWER CHECK ONE.)

_____ 4-year college or university

_____ Junior or community college

_____ Vocational or technical school

_____ Business school

_____ Trade school

_____ Armed Services training program

_____ Training program run by person's employer

_____ Other (specify) ____

20. What are (were) you studying or learning about?

RECORD ANSWER, THEN CODE ACCORDING TO THE OCCUPATIONAL LIST.

____	______________
Brief Description of Job	Occ. Code

21. How long have you been (were you) in this educational program? _____ months

22. What other educational programs have you been in since you left the EBCE program?

______________________________	______________________	___________
Brief Description of Program	Subject Matter	Occ. Code
______________________________	______________________	___________
Brief Description of Program	Subject Matter	Occ. Code

23. Are/were you satisfied with the educational or training programs you are/were in? ____Yes ____No ____Unsure

24. What is/was your main reason for being/having been in this educational program(s)?

_____ To pursue a chosen career

_____ To find a career

_____ Did not know what else to do

_____ Pressure from parents

_____ Pressure from friends

_____ Could not find work

_____ To learn more about a particular subject or skill

25. Can you think of any other reason? If so, what is/was it?

____

26. What kinds of subjects or skills would you like to learn about in the next five (5) years? ____

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO THE OCCUPATIONAL LIST.

________________________________	_______________
Brief Description of Job	Occ. Code

27. What is the level of formal education that you plan to complete?

____

PROBE TO GET RESPONSE THAT CLASSIFIES INTO ONE OF THE FOLLOWING CATEGORIES. PROMPT RESPONDENT BY READING OFF THE LIST UNTIL HE SAYS YES, CHECKING THE HIGHEST LEVEL MENTIONED.

_____ Don't know, haven't thought much about it

_____ High school diploma or equivalency

_____ One-year college certificate

_____ Business school certificate

_____ Vocational, Technical, or trade school certificate

_____ Two year college certificate

_____ Four year college degree

_____ Master's degree

_____ Doctor's degree

_____ Other (specify) ____

28. Realistically, how much money would you like to be making five years from now? $____________________

NOW I'M GOING TO ASK YOU SOME QUESTIONS ABOUT THE TIME YOU SPENT IN EBCE.

29. What did you like best about the EBCE Program?

____

30. What did you dislike most about the EBCE Program?

____

31. How much do you feel you learned while you were in the EBCE Program? I'm going to mention several areas of learning and you can tell me whether you feel you learned a lot, some, a little, or nothing at all. Think about each area and then make an estimate of how much you learned about this subject or skill.

ASK THE STUDENT TO USE A PIECE OF SCRATCH PAPER AND A PENCIL TO WRITE DOWN THE RATING SCALE, SO THAT HE/SHE WILL BE ABLE TO LOOK AT IT WHEN YOU READ OFF THE AREAS.

	Not at all	A Little	Some	A lot	Don't Remember
Specific job skills					
Career planning					
Awareness of job opportunities					
Job seeking skills					
Reading skills					
Writing skills					
Math skills					
Ability to communicate with adults					

32. What kind of things did you learn in EBCE that are most useful to you now?

____

____

33. Why did you leave EBCE? ______________________________

RECORD RESPONSE AND CODE IT ACCORDING TO THE FOLLOWING:

_____ graduate--after one year___; completed two years___

_____ dropped out voluntarily

_____ was asked to leave

_____ other (specify) ______________________________

34. In general, did the time spent in EBCE have a positive, negative, or no effect on your . . .

	Positive	No Effect	Negative
Preparation for further education			
Preparation for jobs			

35. How closely did your first job after graduating relate to your EBCE experience? (CHECK ONE ONLY)

_____ I was employed in an occupation in which I had EBCE experience

_____ I was employed in a related occupation

_____ I was employed in a completely different occupation

36. Is there anything more that you would have liked to have received from the EBCE program to assist you in further education or training? ___Yes ___No

If there is, what is it? ____

____

____

37. Are there any other changes that you would recommend be made to improve the EBCE Program? ____Yes ____No

If so, what are the changes you would recommend? ___________________

____

____

____

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Former Student Interview

Far West School

FORMER EBCE (FWS) STUDENTS

TELEPHONE INTERVIEW

Name of former EBCE student ______________________________

Address ______________________________
(street)

____
(city) (state) (zipcode)

Phone ____________________

First contact: ______________________________
(month) (day) (time)

Second contact, if any: ______________________________
(month) (day) (time)

Other contacts, if any: ______________________________
(month) (day) (time)

____
(month) (day) (time)

Time of interview: ______________________________
(month) (day) (time begin)

____
(time end)

Name of Interviewer: ______________________________

Interviewer comments: ______________________________

____

____

FORMER EBCE (FWS) STUDENTS

TELEPHONE INTERVIEW FORMAT

Hello, is _____ _________ there? May I please speak to _________?

> RESPONDENT COMES TO PHONE, OR INTERVIEWER FINDS OUT WHEN THE RESPONDENT WILL BE THERE AND WHEN WOULD BE A GOOD TIME TO CALL BACK

TIMES TO CALL BACK: ______________________________

Hello, I'm _____ _________ of Educational Testing Service. I'm calling to talk with you a few minutes about when you were in the Far West School program. Do you have a few moments now to talk with me?

IF RESPONDENT SAYS NO: (1) ARRANGE A TIME CONVENIENT TO RESPONDENT TO CALL BACK
(2) INDICATE TO RESPONDENT:

> I'm sorry we couldn't talk right now, and I look forward to talking with you _________. It's important for us to get your ideas about the experience based career education program and what you liked and disliked about it.

IF RESPONDENT SAYS YES: Did you recently get a letter from Educational Testing Service indicating that I'd be calling you?

IF RESPONDENT SAYS NO, OR YES BUT I DIDN'T READ IT OR YES BUT I FORGOT WHAT IT SAID: EXPLAIN BRIEFLY THE CONTENTS OF THE LETTER.

IF RESPONDENT SAYS YES: We need your ideas about Far West School—what you liked and disliked about it and what you're doing now.

I'm going to ask you a few basic questions first about what you've been doing since you left FWS. Then, we'll talk about how you feel about FWS.

ASK THE STUDENT TO GET A PIECE OF SCRATCH PAPER AND A PENCIL TO USE LATER ON IN THE INTERVIEW.

1. When were you in the FWS program?

From ______________________ to ______________________
(month) (year) (month) (year)

2. What are you doing now? PROBE TO FIND OUT THE AMOUNT OF TIME SPENT ON EACH

a.✓ Working
  (1)____ Full-time
  (2)____ Part-time

b.____ In school or educational program
  (1)____ Full-time
  (2)____ Part-time

c.____ Neither in school nor working

Have you ever gone to school or been in any educational program since leaving FWS?
  (1)____ Full-time
  (2)____ Part-time

Have you ever worked since leaving FWS?
  (1)____ Full-time
  (2)____ Part-time

____
(brief description of activities)

IF RESPONDENT SAYS HE/SHE HAS EVER WORKED SINCE LEAVING FWS, ASK QUESTION 3 THROUGH 10 (DON'T ASK ABOUT SUMMER JOBS)

IF RESPONDENT SAYS HE/SHE HAS EVER BEEN IN AN EDUCATIONAL PROGRAM SINCE LEAVING FWS, ASK QUESTION 11 THROUGH 20

WORK EXPERIENCE SINCE FWS

3. What kind of work are (or were) you doing?

RECORD ANSWER, THEN CODE ANSWER ACCORDING TO THE OCCUPATIONAL LIST BELOW.

______________________________________ ______________________
(brief description) (occupational code)

4. How long have (or did) you had (have) this particular job? ______________________
(number of months)

5. What other jobs have you had since you left the FWS program?

RECORD ANSWERS, THEN CODE ANSWERS ACCORDING TO THE OCCUPATIONAL LIST BELOW.

______________________________________ ______________________
(brief description) (occupational code)

______________________________________ ______________________
(brief description) (occupational code)

______________________________________ ______________________
(brief description) (occupational code)

OCCUPATIONAL LIST:

01 Engineering, Physical Science, Mathematics, and Architecture
02 Medical and Biological Sciences
03 Business Administration
04 General Teaching and Social Service
05 Humanities, Law, Social and Behavioral Sciences
06 Fine Arts, Performing Arts
07 Technical Jobs
08 Proprietors, Sales
09 Mechanics, Industrial Trades
10 Construction Trades
11 Secretarial-Clerical, Office Workers
12 General Labor, Community and Public Service
13 Not Applicable

6. Is the job you have now a temporary or long-term job?

a.____ Temporary
b.____ Long-term

How long do you plan to work there? ______________________________
(number of years)

7. Are you satisfied with the job you have now?

a.____ Yes b.____ No c.____ Not sure

8. What is (was) your main reason for working?

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Let me read you some possible reasons, and then you tell me if each is a reason for your working. "To pursue a chosen career"--is that a reason for working? "To find a career"--is that a reason for working?

DO THIS WITH EACH REASON, CHECKING THE ONES THE RESPONDENT INDICATES.

a.____ To pursue a chosen career
b.____ To find a career
c.____ Did not know what else to do
d.____ Pressure from parents
e.____ Pressure from friends
f.____ Could not get into an educational program
g.____ Needed the money; got this particular job for the money
h.____ To learn more about a particular job skill

Can you think of any other reasons?

i.____ Other ______________________________

9. How much difficulty have you had in getting work since you left the FWS Program?

a.____ No difficulty b. ____ Some difficulty c.____ Much difficulty

IF RESPONDENT SAYS SOME OR MUCH:

What kind of difficulty? ______________________________

10. What kind of job would you like to get in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

________________________ (brief description) ________ (occ. code)

EDUCATIONAL EXPERIENCE SINCE FWS

11. What type of educational program are (were) you in?

PROBE TO CLASSIFY RESPONSE INTO ONE OF THE FOLLOWING:

a.____ High school (INTERVIEWER PROBE TO FIND OUT WHAT TYPE OF HIGH SCHOOL)
    (1)____ Evening high school
    (2)____ Regular day high school
    (3)____ A work-experience high school besides the FWS
    (4)____ Other, describe ________________________

b.____ Two-year college
c.____ Vocational, technical or trade school
d.____ Business school
e.____ Four-year college
f.____ Armed Services training program
g.____ Training program run by person's employer
h.____ Other, describe ________________________

12. What are (were) you studying or learning about?

RECORD ANSWER, THEN CODE ANSWER ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

________________________ (brief description) ________ (occ. code)

13. How long have you been (were you) in this educational program? ________ (number of months)

14. What other educational programs have you been in since you left the EBCE program?

RECORD ANSWER, PROBE FOR SUBJECTS/SKILLS STUDIED, THEN CODE ANSWERS ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

________________ (brief description of program) ________ (subject matter) ________ (occ. code)

________________ (brief description of program) ________ (subject matter) ________ (occ. code)

15. What is the level of formal education you plan to complete?

____

PROBE TO GET RESPONSE THAT CLASSIFIES INTO ONE OF THE FOLLOWING CATEGORIES. PROMPT HIM BY READING OFF THE LIST ONE AT A TIME (STARTING WITH DOCTOR'S DEGREE) UNTIL HE SAYS YES. CHECK THE HIGHEST LEVEL MENTIONED.

a.____ Don't know, haven't thought much about it
b.____ High school diploma or equivalency
c.____ One-year college certificate
d.____ Business School certificate
e.____ Vocational, technical or trade school certificate
f.____ Two-year college degree
g.____ Four-year college degree
h.____ Master's degree
i.____ Doctor's degree
j.____ Other, describe ________________________

16. Have you completed any educational programs since you left FWS?

RESPONDENT MAY HAVE INDICATED THIS IN THE PROCESS OF ANSWERING QUESTION 15.

a.____ Yes b.____ No

IF YES, PROBE TO FIND OUT THE LEVELS COMPLETED, AND FILL IN THE APPROPRIATE LETTER AS LISTED FOR QUESTION 15: ______________________________

17. Are (were) you satisfied with the educational program you are (were) in?

a.____ Yes b.____ No c.____ Not sure

18. What is your main reason for being (having been) in this educational program?

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Let me read you some possible reasons, and then you tell me if each is a reason for being in this educational program. "To pursue a chosen career" -- is that a reason? "To find a career" -- is that a reason?

DO THIS WITH EACH REASON, CHECKING THE ONES THE RESPONDENT INDICATES.

a.____ To pursue a chosen career
b.____ To find a career
c.____ Did not know what else to do
d.____ Pressure from parents
e.____ Pressure from friends
f.____ Could not find work
g.____ To learn more about a particular subject or skill

Can you think of any other reason?

h.____ Other ______________________________

ASK THE NEXT QUESTION ONLY IF THE STUDENT HAS ONLY GONE TO SCHOOL (HAS NEVER WORKED, ETC.)

What would you say is the main reason for working?

____

19. How much difficulty have you had in getting into educational programs since you left the FWS program?

a.____ No difficulty b.____ Some difficulty c.____ Much difficulty

IF RESPONDENT SAYS SOME OR MUCH, ASK:

What kind of difficulty? ______________________________

20. What kind of subjects or skills would you like to learn about in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

______________________________ (brief description)

______________ (occ. code)

21. Realistically, how much would you like to be making in annual income five years from now? $________________

EXPERIENCES AT FWS

Now I'm going to ask you some questions about the time you spent in FWS.

22. What did you like best about the FWS program?________________________________

____

23. What did you dislike most about the FWS program? ____________________________

____

24. How much do you feel you learned while you were in the program? I'm going to mention several areas of possible student learning and you can tell me whether you feel you learned a lot, some, a little, or nothing at all. Think about each area and then make an estimate of how much you learned, to what extent you learned this subject or skill.

ASK THE STUDENT TO USE A PIECE OF SCRATCH PAPER AND A PENCIL TO WRITE DOWN THE RATING SCALE, SO THAT HE/SHE WILL BE ABLE TO LOOK AT IT WHEN YOU READ OFF THE AREAS.

How much did you learn in the area of:	Not at All	A Little	Some	A Lot	Don't Remember
a. Specific job skills	___	___	___	___	___
b. Career planning	___	___	___	___	___
c. Awareness of job opportunities	___	___	___	___	___
d. Job seeking skills	___	___	___	___	___
e. Reading skills	___	___	___	___	___
f. Writing skills	___	___	___	___	___
g. Math skills	___	___	___	___	___
h. Ability to communicate with other students	___	___	___	___	___
i. Ability to communicate with adults	___	___	___	___	___
j. Listening and speaking skills	___	___	___	___	___
k. Getting along with other people	___	___	___	___	___
l. Knowing what your capabilities are and what you like to do	___	___	___	___	___
m. Thinking through and solving problems	___	___	___	___	___
n. Tolerating many ideas and backgrounds of people	___	___	___	___	___

25. What kinds of things did you learn in FWS that are most useful to you now?

____

26. Why did you leave FWS?____

RECORD RESPONSE. CODE IT ACCORDING TO THE FOLLOWING:

a.____ graduated (1)____ after one year (2)____ completed two years
b.____ dropped out voluntarily
Why?____
c.____ was asked to leave

27. In general, did the time spent in FWS have a positive, negative, or no effect on your

	POS	NO EFFECT	NEG
a. preparation for further education	___	___	___
b. preparation for jobs	___	___	___

28. What kinds of problems did you encounter when you were in the FWS program?

INTERVIEWER READ OFF LIST: DID YOU ENCOUNTER THIS PROBLEM?....
WHAT ABOUT THIS ONE?.... ETC.

a.____ Staff members not around when you needed to see them
b.____ Staff members gave you bad advice
c.____ Staff did not give you enough direction and guidance for your studies
d.____ Not enough resource experiences that were of interest to you
e.____ Not enough feedback on how well you were doing
f.____ Difficulty filling out the forms required at FWS
g.____ Not getting along with a resource person
h.____ Not getting alone with a staff person
i.____ Not getting along with another student
j.____ What about any other problems? ____________________

29. Know what you do now, what changes would you like to see made in the FWS program?

____

____

THANK THE RESPONDENT FOR HIS/HER TROUBLE AND END THE INTERVIEW

Former Student Interview

$(CE)_2$

FORMER $(CE)_2$ STUDENTS

TELEPHONE INTERVIEW

Name of former $(CE)_2$ student ______________________________

Address ______________________________
(street)

____
(city) (state) (zipcode)

Phone ____________________

First Contact: ______________________________
(month) (day) (time)

Second Contact, if any: ______________________________
(month) (day) (time)

Other Contacts, if any: ______________________________
(month) (day) (time)

____
(month) (day) (time)

Time of interview: ______________________________
(month) (day) (time begin)

____
(time end)

Name of Interviewer ______________________________

Interviewer comments ______________________________

____

FORMER $(CE)_2$ STUDENTS

TELEPHONE INTERVIEW FORMAT

Hello, is ______ ____________ there? May I please speak to __________?

RESPONDENT COMES TO PHONE, OR INTERVIEWER FINDS OUT WHEN THE RESPONDENT WILL BE THERE AND WHEN WOULD BE A GOOD TIME TO CALL BACK.

TIMES TO CALL BACK: ____________________

____

Hello, I'm ________ ___________ of Educational Testing Service. I'm calling to talk with you a few minutes about when you were in $(CE)_2$. Educational Testing Service has been asked by $(CE)_2$'s funding agency to talk to all of $(CE)_2$'s former students. It's important for us to find out what you've been doing since you left $(CE)_2$ and what you liked and disliked about $(CE)_2$ when you were in it. Do you have a few moments to talk with me?

IF RESPONDENT SAYS NO: (1) ARRANGE A TIME CONVENIENT TO RESPONDENT TO CALL BACK.
(2) INDICATE TO RESPONDENT:

I'm sorry we couldn't talk right now, and I look forward to talking with you ____________. It's important for us to get your ideas about (CE)$_2$ and what you liked and disliked about it.

IF RESPONDENT SAYS YES: We need your ideas about the (CE)$_2$ program--what you liked and disliked about it and what you're doing now.

I'm going to ask you a few basic questions first about what you've been doing since you left (CE)$_2$. Then, we'll talk about how you feel about (CE)$_2$.

ASK THE STUDENT TO GET A PIECE OF SCRATCH PAPER AND A PENCIL TO USE LATER ON IN THE INTERVIEW.

1. When were you in the (CE)$_2$ program? TO BE PRECODED AND VERIFIED WITH RESPONDENT

From ________________ to ________________
(month) (year) (month) (year)

2. Have you had any jobs since you left (CE)$_2$?

____Yes ____No

IF YES: What kinds of jobs have you had?

RECORD A BRIEF DESCRIPTION OF EACH JOB; CLARIFY WHETHER EACH A FULL-TIME OR PART-TIME JOB. CODE ANSWERS AFTER INTERVIEW ACCORDING TO THE ATTACHED OCCUPATIONAL LIST.

A. ____
(brief description)

____Full-time ____Part-time ____ Occ. code

B. ____

____Full-time ____Part-time ____ Occ. code

C. ____

____Full-time ____Part-time ____ Occ. code

D. ____

____Full-time ____Part-time ____ Occ. code

3. DETERMINE IF RESPONDENT CURRENTLY WORKING. IF RESPONDENT DOESN'T MENTION WORKING CURRENTLY, ASK:

Are you working now? ____Yes ______________ (SKIP TO ITEM 5)
(Code A, B, C, D)

____No (GO TO ITEM 4 IF MORE THAN ONE JOB MENTIONED FOR #2; GOT TO ITEM 11 IF NO JOBS SINCE (CE)$_2$.)

4. IF MENTIONED MORE THAN ONE JOB:

Which of these jobs is the most recent? ____________ (Code A, B, C, D)

DETERMINE WHETHER THIS WAS A SUMMER JOB: ____No ____Yes

IF YES, DETERMINE MOST RECENT NON-SUMMER JOB: ____________ (Code A, B, C, D)

OCCUPATIONAL LIST:

01 Engineering, Physical Science, Mathematics, and Architecture
02 Medical and Biological Sciences
03 Business Administration
04 General Teaching and Social Service
05 Humanities, Law, Social and Behavioral Sciences
06 Fine Arts, Performing Arts
07 Technical Jobs
08 Proprietors, Sales
09 Mechanics, Industrial Trades
10 Construction Trades
11 Secretarial-Clerical, Office Workers
12 General Labor, Community and Public Service

ASK QUESTIONS 5-10 ABOUT CURRENT JOB OR, IF NOT CURRENT JOB, MOST RECENT NON-SUMMER JOB. IF RESPONDENT HAS HAD NO JOBS SINCE HE LEFT $(CE)_2$, SKIP TO QUESTION 11.

5. How long have (or did) you had (have) this particular job? ____________ (number of months)

IF ANSWERED IN YEARS, TRANSLATE TO MONTHS FOR CODING PURPOSES.

CLARIFY IF STUDENT HAD THIS JOB WHILE ATTENDING $(CE)_2$.

____Yes, job while in $(CE)_2$
____No

6. Have you been hired (were you hired) as a temporary or as a long-term employee?

a. ____Temporary
b. ____Long-Term

IF ASKING ABOUT CURRENT JOB: How long do you plan to work there? ____________ (number of years)

7. Are (were) you satisfied with the job?

a. ____Yes
b. ____No
d. ____Not sure

8. What is (was) your main reason for working?

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Let me read you some possible reasons, and then you tell me if each is a reason for working. "To try out a career I've been interested in" -- is that a reason for working? "To help me decide what I want to do with my life" -- is that a reason for working?

DO THIS WITH EACH REASON, CHECKING THE ONES THE RESPONDENT INDICATES.

a. ____To try out a career I've been interested in
b. ____To help me decide what I want to do with my life
c. ____Did not know what else to do
d. ____Pressure from parents
e. ____Pressure from friends
f. ____Could not get into an educational program
g. ____Needed the money; got this particular job for the money
h. ____To learn more about a particular job skill

Can you think of any other reasons?

i. ____Other ____

9. Have you had any difficulty in getting work since you left the $(CE)_2$ program?

a. ____No difficulty
b. ____Some difficulty
c. ____Much difficulty

IF RESPONDENT SAYS SOME OR MUCH:

What kind of difficulty? ____

10. What kind of job would you like to get in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE AFTER INTERVIEW ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

______________________________________ ____________________
(brief description) (Occ. code)

EDUCATIONAL EXPERIENCE SINCE $(CE)_2$

11. Have you been in any type of school or educational program since you left $(CE)_2$?

____Yes ____No

IF YES: What types of educational programs have you been in?

RECORD A BRIEF DESCRIPTION OF EACH EDUCATIONAL PROGRAM. PROBE ENOUGH TO CLASSIFY PROGRAM(S) INTO ONE OF THE CATEGORIES LISTED ON NEXT PAGE. ASK WHETHER PART-TIME OR FULL-TIME STUDENT IN PROGRAM(S). ASK WHAT SUBJECTS OR SKILLS WERE STUDIED OR LEARNED. IF SUBJECT MATTER CAREER DEVELOPMENT ORIENTED, CODE ANSWER(S) AFTER INTERVIEW.

A. ______________________________________ ____________________
(brief description) (subject matter)

____ Type ____ Full-time ____ Part-time ____ Occ. code

B. ____

____ Type ____ Full-time ____ Part-time ____ Occ. code

C. ____

____ Type ____ Full-time ____ Part-time ____ Occ. code

D. ____

____ Type ____ Full-time ____ Part-time ____ Occ. code

a. ____ High school

INTERVIEWER PROBE TO FIND OUT WHAT TYPE OF HIGH SCHOOL

(1) ____ Evening high school
(2) ____ Regular day high school
(3) ____ A work-experience high school other than (CE)$_2$
(4) ____ Other, describe ____________________

b. ____ Two-year college
c. ____ Vocational, technical or trade school
d. ____ Business school
e. ____ Four-year college
f. ____ Armed Services training program
g. ____ Training program run by person's employer
h. ____ Other ____________________

12. Are you in school now? ____Yes ______________ (Code A, B, C, D) (SKIP TO ITEM 14)

____NO (GO TO ITEM 13 IF MORE THAN ONE PROGRAM FOR #11)
(GO TO ITEM 20 IF NO SCHOOLING SINCE (CE)2)

IF MENTIONED MORE THAN ONE PROGRAM, ASK:

13. Which program were you last involved in? ______________ (Code A, B, C, D)

ASK QUESTIONS 14-19 ONLY IF RESPONDENT IS IN OR HAS BEEN IN AN EDUCATIONAL PROGRAM SINCE LEAVING (CE)$_2$. ASK ABOUT CURRENT OR MOST RECENT PROGRAM.

14. How long have you been (were you) in this educational program? ______________ (number of months)

15. What is the level of formal education you plan to complete?

____

PROBE TO GET RESPONSE THAT CLASSIFIES INTO ONE OF THE FOLLOWING CATEGORIES. PROMPT HIM BY READING OFF THE LIST ONE AT A TIME (STARTING WITH DOCTOR'S DEGREE) UNTIL HE SAYS YES. CHECK THE HIGHEST LEVEL MENTIONED.

a. ____Don't know, haven't thought much about it.
b. ____High school diploma or equivalency
c. ____One-year college certificate
d. ____Business school certificate
e. ____Vocational, technical or trade school certificate
f. ____Two-year college degree
g. ____Four-year college degree
h. ____Master's degree
i. ____Doctor's degree, Ph.D., doctorate
j. ____Other ____________________

16. Have you completed any educational programs since you left (CE)$_2$?

RESPONDENT MAY HAVE INDICATED THIS IN THE PROCESS OF ANSWERING QUESTION 15.

a. ____Yes b. ____No

IF YES, PROBE TO FIND OUT THE LEVELS COMPLETED, AND FILL IN THE APPROPRIATE LETTER AS LISTED FOR QUESTION 15. ____________________

17. Are (were) you satisfied with the educational program you are (were) in?

a. ____Yes   b. ____No   c. ____Not sure

18. What is your main reason for being (having been) in this educational program?

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY: Let me read you some possible reasons, and then you tell me if each is a reason for being in this educational program. "To prepare for a career I've been interested in" -- is that a reason? "To help me decide what I want to do with my life" -- is that a reason?

DO THIS WITH EACH REASON, CHECKING THE ONES THE RESPONDENT INDICATES.

a. ____To prepare for a career I've been interested in
b. ____To help me decide what I want to do with my life
c. ____Did not know what else to do
d. ____Pressure from parents
e. ____Pressure from friends
f. ____Could not find work
g. ____To learn more about a particular subject or skill

Can you think of any other reason?

h. ____Other ____

ASK NEXT QUESTION ONLY IF THE STUDENT HAS ONLY GONE TO SCHOOL (HAS NEVER WORKED, ETC.)

What would you say is the main reason for working?

____

19. How much difficulty have you had in getting into educational programs since you left $(CE)_2$?

a. ____No difficulty   b. ____Some difficulty   c. ____Much difficulty

IF RESPONDENT SAYS SOME OR MUCH, ASK:

What kind of difficulty?______________________________________

20. ASK THE FOLLOWING IF RESPONDENT HAS HAD NO JOBS AND HAS BEEN IN NO EDUCATIONAL PROGRAMS SINCE LEAVING $(CE)_2$

What kinds of things are you doing now? Since you left $(CE)_2$?

____
(brief description of activities)
____

THE REST OF THE QUESTIONS SHOULD BE ASKED OF EVERY RESPONDENT.

21. What kind of subjects or skills would you like to learn about in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO THE OCCUPATIONAL LIST AFTER THE INTERVIEW.

____ ____________________
(brief description)   (occ. code)

22. Realistically, how much would you like to be making in yearly income five years from now?

$ ____________________

EXPERIENCES AT $(CE)_2$

Now I'm going to ask you some questions about the time you spent in $(CE)_2$.

23. How much do you feel you learned while you were in the program? I'm going to mention several areas of possible student learning and you can tell me whether you feel you learned a lot, some, a little, or nothing at all. Think about each area and then make an estimate of how much you learned, to what extent you learned this subject or skill.

ASK THE STUDENT TO USE A PIECE OF SCRATCH PAPER AND A PENCIL TO WRITE DOWN THE RATING SCALE, SO THAT HE/SHE WILL BE ABLE TO LOOK AT IT WHEN YOU READ OFF THE AREAS.

How much did you learn in the area of:	Not at All	A Little	Some	A lot	Don't Remember
a. Specific job skills (such as typing, carpentry, pre-nursing, animal care)	____	____	____	____	____
B. Career planning	____	____	____	____	____
c. Availability of different jobs	____	____	____	____	____
d. Skills needed to get jobs	____	____	____	____	____
e. Reading skills	____	____	____	____	____
f. Writing skills	____	____	____	____	____
g. Math skills	____	____	____	____	____
h. Ability to communicate with other students	____	____	____	____	____
i. Ability to communicate with adults	____	____	____	____	____
j. Listening and speaking skills	____	____	____	____	____
k. Getting along with other people	____	____	____	____	____
l. Knowing what you are capable of doing and what you like to do	____	____	____	____	____
m. Thinking through and solving problems	____	____	____	____	____
n. Tolerating many ideas and backgrounds of people	____	____	____	____	____

24. What kinds of things did you learn in $(CE)_2$ that are most useful to you now?

____

25. Did you graduate from the $(CE)_2$ program? ____Yes ____No

IF YES, Did you graduate after ____ one year

____ after two years, or

____ after some other length of time?

(specify) ____________________

IF NO, Why did you leave $(CE)_2$?

RECORD RESPONSE. PRECODE ACCORDING TO THE FOLLOWING CATEGORIES, IF POSSIBLE, AND THEN VERIFY WITH FORMER STUDENT DURING THE INTERVIEW.

____

____ dropped out voluntarily ____ was asked to leave ____ Other (specify)

____

26. In general, did the time spent in $(CE)_2$ have a good, bad, or no effect on your

	GOOD	NO EFFECT	BAD
a. preparation for further education	____	____	____
b. preparation for jobs	____	____	____

27. Do you recall while you were in $(CE)_2$ any problems such as in the area of relationships with $(CE)_2$ staff, other $(CE)_2$ students, Tigard students, or people on the job sites? [INTERVIEWER PAUSE]

____Yes ____No IF YES, in which areas? ____________________

In the area of $(CE)_2$ program activities--projects, competencies, tests, learning level placements, or other program requirements? [INTERVIEWER PAUSE]

____Yes ____No IF YES, in which areas? ____________________

In the area of direction and guidance such as for job preparation, academic studies, feedback on how well you were doing, or other advice and guidance?

____Yes ____No IF YES, in which areas? ____________________

28. Do you feel your job site experiences while in $(CE)_2$ were of value to you?

____Yes ____No Why? ____________________

What about working on projects? Do you feel projects were of value to you?

____Yes ____No Why? ____________________

What about competencies? Do you feel these were of value to you?

____Yes ____No Why? ____________________

29. What did you like best about the $(CE)_2$ program?

____

____

30. What did you dislike most about the $(CE)_2$ program?

____

____

31. Knowing what you do now, what changes (if any) would you like to see made in the $(CE)_2$ program?

____

____

That's all the questions I have. Do you have anything further you'd like to say about $(CE)_2$?

____

____

THANK THE RESPONDENT FOR HIS/HER TIME AND INFORMATION AND END THE INTERVIEW

Former Student Interview

Academy for Career Education

FORMER ACADEMY STUDENTS

TELEPHONE INTERVIEW

Name of former Academy student ______________________________

Address ______________________________
(street)

____
(city) (state) (zipcode)

Phone ______________

First contact: ______________________________
(month) (day) (time)

Second contact, if any: ______________________________
(month) (day) (time)

Other contacts, if any: ______________________________
(month) (day) (time)
____
(month) (day) (time)

Time of interview: ______________________________
(month) (day) (time)

Name of interviewer: ______________________________

Interviewer comments: ______________________________
____
____

FORMER ACADEMY STUDENTS

TELEPHONE INTERVIEW FORMAT

Hello, is _____ _________ there? May I please speak to ______________?

RESPONDENT COMES TO PHONE, OR INTERVIEWER FINDS OUT WHEN THE RESPONDENT WILL BE THERE AND WHEN WOULD BE A GOOD TIME TO CALL BACK

TIMES TO CALL BACK: ______________________________

Hello, I'm _____ _________ of Educational Testing Service. I'm calling to talk with you a few minutes about when you were in the Academy for Career Education program. Do you have a few moments now to talk with me?

IF RESPONDENT SAYS NO: (1) ARRANGE A TIME CONVENIENT TO RESPONDENT TO CALL BACK
(2) INDICATE TO RESPONDENT:

> I'm sorry we couldn't talk right now, and I look forward to talking with you _________. It's important for us to get your ideas about the experience based career education program and what you liked and disliked about it.

IF RESPONDENT SAYS YES: Did you recently get a letter from Educational Testing Service indicating that I'd be calling you?

IF RESPONDENT SAYS NO, OR YES BUT I DIDN'T READ IT OR YES BUT I FORGOT WHAT IT SAID: EXPLAIN BRIEFLY THE CONTENTS OF THE LETTER.

IF RESPONDENT SAYS YES: We need your ideas about the Academy program--what you liked and disliked about it and what you're doing now.

I'm going to ask you a few basic questions first about what you've been doing since you left the Academy. Then we'll talk about how you feel about the Academy.

1. When were you in the Academy program?

From ________________ to ________________
(month) (year) (month) (year)

2. What are you doing now? Are these activities for summer only?

PROBE TO FIND OUT THE AMOUNT OF TIME SPENT ON EACH. IF THE RESPONDENT INDICATES THAT THEY ARE SUMMER ACTIVITIES ONLY, ASK HIM TO TELL YOU WHAT HE WAS DOING BEFORE HE BEGAN THESE SUMMER ACTIVITIES.

a.____ Working (1)____ Full-time (2)_____ Part-time
b.____ In school or educational program
(1)____ Full-time (2)_____ Part-time
c.____ Neither in school nor working (brief description)

____

IF RESPONDENT SAYS HE/SHE IS WORKING ASK QUESTIONS 3 THROUGH 10.

IF RESPONDENT SAYS HE/SHE IS IN AN EDUCATIONAL PROGRAM, ASK QUESTIONS 11 THROUGH 20.

ASK ALL RESPONDENTS QUESTIONS 21-29.

IF RESPONDENT SAYS HE/SHE IS IN NEITHER, ASK HIM/HER WHAT HIS/HER MOST RECENT EDUCATIONAL OR WORK EXPERIENCE HAS BEEN. THEN ASK EITHER QUESTIONS 3-10 OR 11-20 DEPENDING ON THE TYPE OF EXPERIENCE MENTIONED. THESE QUESTIONS SHOULD BE PHRASED IN THE PAST TENSE (E.G., WHAT KIND OF WORK WERE YOU DOING?)

IF RESPONDENT SAYS HE/SHE HAS NEITHER WORKED NOR ATTENDED AN EDUCATIONAL PROGRAM SINCE LEAVING THE ACADEMY, CHECK d BELOW AND ASK QUESTIONS 21-29 ONLY.

d.____ Has neither worked nor attended an educational program since leaving the Academy.

WORK EXPERIENCE SINCE EBCE

3. What kind of work are you doing and what is your present income?

RECORD ANSWER, THEN CODE ANSWER ACCORDING TO THE OCCUPATIONAL LIST BELOW.

____ ____________________
(brief description) (occ. code)

Income________________

4. How long have you had this particular job? ______________________________
(number of months)

5. What other jobs have you had since you left the Academy program?

RECORD ANSWERS, THEN CODE ANSWERS ACCORDING TO THE OCCUPATIONAL LIST BELOW.

____ ____________________

____ ____________________
(brief description) (occ. code)

OCCUPATIONAL LIST:

01	Engineering, Physical Science, Mathematics, and Architecture
02	Medical and Biological Sciences
03	Business Administration
04	General Teaching and Social Service
05	Humanities, Law, Social and Behavioral Sciences
06	Fine Arts, Performing Arts
07	Technical Jobs
08	Proprietors, Sales
09	Mechanics, Industrial Trades
10	Construction Trades
11	Secretarial-Clerical, Office Workers
12	General Labor, Community and Public Service
13	Military Service

6. Is the job you have now a temporary or long-term job?

a.____ Temporary b.____ Long-term

IF LONG TERM: How long do you plan to work there? ______________________________
(number of years)

7. Are you satisfied with the job you have now?

a.____ Yes b.____ No c.____ Not sure

8. What is your main reason for working?______________________________________

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Let me read you some possible reasons, and then you tell me how important each is for your working. "To pursue a chosen career" -- how important a reason is that for working? Very important, somewhat important, or not very important? "To find a career" -- how important is that? Very important, somewhat important or not very important?

DO THIS WITH EACH REASON, CIRCLING THE ONES THE RESPONDENT INDICATES.

	Very	Somewhat	Not Very
a. To pursue a chosen career	1	2	3
b. To find a career	1	2	3
c. Did not know what else to do	1	2	3
d. Pressure from parents	1	2	3
e. Pressure from friends	1	2	3
f. Could not get into an educational program	1	2	3
g. Needed the money; got this particular job for the money	1	2	3
h. To learn more about a particular job skill	1	2	3

Can you think of any other reasons?

i. Other______________________________	1	2	3

What would you say is the main reason for your working?

RECORD RESPONSE BELOW IF DIFFERENT FROM FIRST RESPONSE ABOUT MAIN REASON.

____

9. Has it been easy or difficult for you in getting work since you left the Academy program?

a.____ Easy b.____ Somewhat easy, somewhat difficult c.____ Difficult

IF RESPONDENT SAYS ANYTHING OTHER THAN EASY, ASK:

What kind of difficulty have you had?____

10. Five years from now what kind of job do you hope to have?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESONSE ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

____ (brief description) ____________________ (occ. code)

EDUCATIONAL EXPERIENCE SINCE EBCE

IF RESPONDENT SAYS HE/SHE IS IN AN EDUCATIONAL PROGRAM (THAT IS, BEFORE SUMMER VACATION BEGAN), ASK QUESTIONS 11 THROUGH 20.

11. What type of educational program are (were) you in now (then)?

PROBE TO CLASSIFY RESPONSE INTO ONE OF THE FOLLOWING

a.____ High school [INTERVIEWER PROBE TO FIND OUT WHAT TYPE OF HIGH SCHOOL]

(1)____ Evening High School
(2)____ Regular day high school
(3)____ A work-experience high school besides the Academy
(4)____ Other, describe ____________________________

b.____ Two-year college
c.____ Vocational, technical or trade school
d.____ Business school
e.____ Four-year college
f.____ Armed Services training program
g.____ Training program run by person's employer
h.____ Other ____________________________

12. What are you studying or learning about?

RECORD ANSWER, THEN CODE ANSWER ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

____ (brief description) ____________________ (occ. code)

13. How long have you been in this educational program? ____________________ (Number of months)

14. What other educational programs have you been in since you left the EBCE program?

RECORD ANSWERS, PROBE FOR SUBJECTS/SKILLS STUDIED, THEN CODE ANSWERS ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

____ (brief description) ____________________ (occ. code)

____ (brief description) ____________________ (occ. code)

15. What is the level of formal education you plan to complete?____________________

PROBE TO GET RESPONSE THAT CLASSIFIES INTO ONE OF THE FOLLOWING CATEGORIES. PROMPT HIM BY READING OFF THE LIST ONE AT A TIME: "What about high school diploma? . . . UNTIL HE SAYS YES. CONTINUE READING THE LIST UNTIL HE SAYS NO. CHECK THE HIGHEST LEVEL MENTIONED.

a.____ Don't know, haven't thought much about it
b.____ High school diploma or equivalency
c.____ One-year college certificate
d.____ Business school certificate
e.____ Vocational, technical or trade school/certificate
f.____ Two-year college degree
g.____ Four-year college degree
h.____ Master's degree
i.____ Doctor's degree
j.____ Other ____

16. Have you completed any educational programs since you left EBCE?

RESPONDENT MAY HAVE INDICATED THIS IN THE PROCESS OF ANSWERING QUESTION 15.

a.____ Yes b.____ No

IF YES, PROBE TO FIND OUT THE LEVELS COMPLETED, AND FILL IN THE APPROPRIATE LETTER AS LISTED FOR QUESTION 15. ______________________________

17. Are (were) you satisfied with the educational program you are (were) in now (then)?

a.____ Yes b.____ No c.____ Not sure

18. What is (was) your main reason for being in this educational program?

____

LET RESPONDENT VOLUNTEER MAIN REASON. THEN SAY:

Let me read you some possible reasons, and then you tell me how important each is for your being in this educational program. "To pursue a chosen career" -- how important a reason is that for being in this educational program? Very important, somewhat important, or not very important? "To find a career" -- how important is that? Very important, somewhat important, or not very important?

DO THIS WITH EACH REASON, CIRCLING THE ONES THE RESPONDENT INDICATES.

	Very	Somewhat	Not very
a. To pursue a chosen career	1	2	3
b. To find a career	1	2	3
c. Did not know what else to do	1	2	3
d. Pressure from parents	1	2	3
e. Pressure from friends	1	2	3
f. Could not find work	1	2	3
g. To learn more about a particular subject or skill	1	2	3

Can you think of any other reasons?

h. Other______________________________	1	2	3

What would you say is the main reason for your being in this education program?

RECORD RESPONSE BELOW IF DIFFERENT FROM FIRST RESPONSE ABOUT MAIN REASON.

____

19. Has it been easy or difficult for you in getting into educational programs since you left the Academy program?

a.____ Easy b.____ Somewhat easy, somewhat difficult c.____ Difficult

IF RESPONDENT SAYS ANYTHING OTHER THAN EASY ASK:

What kind of difficulty have you had?______________________________

____

20. What kind of subjects or skills would you like to learn about in the next five years?

RECORD ANSWER, THEN PROBE TO GET ENOUGH INFORMATION TO CODE RESPONSE ACCORDING TO THE OCCUPATIONAL LIST ON PAGE 3.

______________________________ (brief description) ______________ (occ. code)

21. How much would you like to be making in annual income five years from now? Please give a figure that you feel you could attain in five years? $__________

Now I'm going to ask you some questions about the time you spent in the Academy.

22. What did you like best about the Academy program?

____

____

23. What did you dislike most about the Academy program?

____

____

24. I'm going to mention several areas of possible student learning and you tell me whether you feel your experience in the Academy helped you a lot, some, or little or none. Think about each area and then make an estimate of how much you learned in each area: little or none, some, or a lot.

O.K. What about specific job skills? How much did your Academy experience help you in the area of specific job skills? Little or none, some, or a lot?

What about career planning? How much did your Academy experience help you in the area of career planning? Little or none, some, or a lot?

What about awareness of job opportunities? How much did your Academy experience help you in the area of awareness of job opportunities? Little or none, some, or a lot?

GO DOWN THE LIST OF AREAS, PROMPTING THE RESPONDENT EACH TIME WITH THE POSSIBLE RESPONSES UNTIL HE SEEMS TO KNOW THEM.

How much did your Academy experience help you in the area of:	Little or none	Some	A Lot
a. Specific job skills	____	____	____
b. Career planning	____	____	____
c. Awareness of job opportunities	____	____	____
d. Job seeking skills	____	____	____
e. Reading skills	____	____	____
f. Writing skills	____	____	____
g. Math skills	____	____	____
h. Ability to communicate with other students	____	____	____
i. Ability to communicate with adults	____	____	____
j. Listening and speaking skills	____	____	____
k. Getting along with other people	____	____	____
l. Knowing what your capabilities are and what you like to do	____	____	____
m. Thinking through and solving problems	____	____	____
n. Tolerating many ideas and backgrounds of people	____	____	____

25. What kinds of things that you did in the Academy have been most useful to you? What kinds of things have been least useful?

a) ____

b) ____

26. Why did you leave the Academy? ______________________________

RECORD RESPONSE. CODE IT ACCORDING TO THE FOLLOWING.

a.____ graduate

(1) after one year
(2) completed two years

b.____ dropped out voluntarily

(1) after one year
(2) completed two years

Why? ______________________________

c.____ was asked to leave

(1) after one year
(2) completed two years

Why? ______________________________

27. What effect did your Academy experience have on your:

	Large positive	Slight positive	Little or none	Slight negative	Large negative
a. preparation for further education	1	2	3	4	5
b. preparation for employment	1	2	3	4	5
c. pursuit of a selected career	1	2	3	4	5

28. Could you tell me how often each of the following situations existed when you were in the Academy program?

Staff members were around when you needed to see them -- How often did this occur? Almost always, usually, sometimes, rarely, or hardly ever?

GO DOWN THE LIST OF AREAS, PROMPTING THE RESPONDENT EACH TIME WITH THE POSSIBLE RESPONSES UNTIL HE SEEMS TO KNOW THEM.

	Almost always	Usually	Sometimes	Rarely	Hardly ever
a. Staff members (counselors and teachers) were around when you needed to see them	1	2	3	4	5
b. Staff members gave you good advice	1	2	3	4	5
c. Staff members gave you enough direction and guidance for your studies	1	2	3	4	5
d. Cluster experiences were interesting to you	1	2	3	4	5
e. You received feedback on how well you were doing	1	2	3	4	5
f. You were able to fill out the forms (e.g., cluster selection sheets) required by the Academy	1	2	3	4	5
g. You got along with resource persons	1	2	3	4	5
h. You got along with counselors and teachers	1	2	3	4	5
i. You got along with other students	1	2	3	4	5
j. Can you recall any other situation that you would like to mention?	1	2	3	4	5

How often did this occur?

____

29. Knowing what you do now, what changes would you like to see made in the Academy program?

____

____

____

Resource Person Interview

McGwigan School and KCSS

Far West School

RESOURCE ORGANIZATION CONTACT PERSON INTERVIEW

Resource Organization: ____

Contact Person: ____

Address: ____
Street City Zip Code

Telephone No. of Organization: ________________________________
Extension(s)

Does the resource organization represent a:

( ) Union
( ) Small Employer
( ) Large Employer
( ) Self Employed
( ) Tax Supported
( ) Non-Profit
( ) For Profit
( ) High Popular
( ) Low Popular
( ) Orientation
( ) Specialization

Interviewer: ____

Contact History

	Attempts		Appointments	
	Date	Time	Date	Time
Trial 1	___/___/___	________	___/___/___	________
Trial 2	___/___/___/	________	___/___/___	________
Trial 3	___/___/___	________	___/___/___	________
	mo dy yr		mo dy yr	

Notes: ____

____

Date of Interview: ___/___/___
mo dy yr

Method of Administration: ( ) Telephone
( ) Personal

Part I: Development of Career Education Activities Within the Resource Organization

1. How did your organization become involved? That is, who contacted your organization to ask its participation?

( ) EBCE personnel
( ) An EBCE student
( ) Someone for another resource organization
( ) Someone within this resource organization
( ) Other (specify) ____________________
( ) Don't know

2. When did you, personally, become involved in the Career Education program?

___/___/___ (or) ______________________________
mo dy yr approximate date

3. When you were introduced to the Career Education program, what did you think your role and the role of your organization would be? (PROBE to get both roles.)

Role of Resource Person: ______________________________

____

Role of Resource Organization: ______________________________

____

4. Has your role, or that of your organization, turned out differently from what you had originally expected?

☐ No ☐ Yes → Could you explain the differences you noticed?

____

____

5. Would you say that the Career Education activities have taken more time--or less time--than your organization had originally expected?

☐ More time than expected ☐ Less than expected
☐ About as expected ☐ Don't know

☐ Other (PROBE for explanation) ______________________________

____

6. Have unanticipated costs, either to yourself or to your organization, occurred as a result of participation in the Career Education Program?

☐ No personal unanticipated costs
☐ Yes--personal unanticipated costs (PROBE to determine (a) how the costs were incurred, (b) whether it presented a problem, and, if so, (c) how the problem was resolved) ______________________________

____

☐ No unanticipated costs to the organization
☐ Yes--unanticipated costs to the organization (PROBE to determine (a) how the costs were incurred, (b) whether it presented a problem and, if so, (c) how the problem was resolved). ______________________________

____

7. Have you encountered any serious problems with the Career Education program?

☐ No
☐ Yes → Can you describe these problems to me, please? (PROBE for (a) nature of the problem, (b) seriousness of the problem, (c) whether the problem has been resolved and, if so, (d) how it was resolved.)

____

____

8. On the whole, do you feel the program has functioned as it was described to you when you first became involved with it?

☐ Yes
☐ No → (PROBE for misunderstanding of EBCE programs)

____

____

Part II: Support and Impact of Career Education Activities on the Resource Organization

9. Have you ever had need to contact the Career Education staff about particular students or problems which may have occurred?

( ) No ( ) Yes → Whenever this happened, were you satisfied with the way in which the staff responded to your needs?

( ) Yes
( ) No → (PROBE for the situation and the nature of the lack of responsiveness)

____

____

10. In general, has the Career Education staff provided you with the necessary information to help you coordinate students' activities in your organization?

( ) Yes ( ) No → (PROBE for nature of difficulty)

____

____

11. Do you usually see the students' project plans which outline the students' learning goals at your site?

( ) Yes ( ) No

12. Has the Career Education staff explained to you, or shown you, examples of the kinds of projects or products completed by the students?

( ) Yes ( ) No If "yes", ( ) completed at your site?
( ) completed at any site?

13. Would you like to be kept better informed about the progress of students placed at your site, or are you receiving all the information you need at this time?

( ) Could use more information. ( ) Currently receiving all needed information.

14. In general, are you satisfied with the feedback you receive about what students learn or get out of working at your site?

( ) Yes ( ) No → How would you like to see the situation improved?

____

15. How frequently were you in touch with the Career Education staff during the times students were working at your site? (PROBE as necessary to allow categorization.)

( ) Almost every day
( ) Once or twice a week
( ) Once or twice a month
( ) Several times a year
( ) Almost never
( ) Never

16. When you get in touch with the Career Education staff, or they get in touch with you, what is the most frequent mode of communication? Telephone? Mailed correspondence? Individual or group meetings? (PROBE as necessary to allow ranking-- 4 = most frequent, 1 = least frequent)

RANK (4 = most frequent)

( ) Individual meetings
( ) Group meetings
( ) Telephone
( ) Mailed correspondence

17. How do other people in your organization feel about the Career Education students?

CHECK AND DESCRIBE

( ) Strongly positive feelings
( ) Mildly positive feelings
( ) Mixed feelings
( ) Mildly negative feelings
( ) Strongly negative feelings
( ) No reaction or information

18. To what extent has the Career Education had any effect on the quantity of work performed by other people in your organization? (PROBE as necessary for effect on quantity.)

( ) Increased quantity
( ) Decreased quantity
( ) No difference
( ) Don't know

19. How about any impact on the quality of work performed by other people?

( ) Much impact
( ) Some impact
( ) No impact
( ) Don't know
( ) Good impact
( ) Bad impact
( ) Don't know

20. To what extent has the Career Education program had an impact on the hiring practices of your organization? (PROBE to obtain amount and direction of the impact.)

( ) Much impact
( ) Some impact
( ) No impact
( ) Don't know
( ) Good impact
( ) Bad impact
( ) Don't know

21. Have you, or might you, ever hire any of the former EBCE students as regular employees of your organization?

( ) Have
( ) Have not
( ) Would, depending on student and organizational need
( ) Would not

22. To what extent has the Career Education program had an impact on the training practices of your organization? (PROBE to obtain the amount and direction of the impact.)

( ) Much impact
( ) Some impact
( ) No impact
( ) Don't know
( ) Good impact
( ) Bad impact
( ) Don't know

23. On the whole, would you say that your organization gains or loses by participation in the Career Education program?

CHECK AND DESCRIBE

( ) Gains
( ) Loses
( ) Both
( ) Neither

Part III: EBCE Program Operation Within the Resource Organization

24. Do you or your organization play a part in deciding which students come to your site for either orientation or more extended learning?

Orientation: ( ) Yes
( ) No

Extended learning: ( ) Yes
( ) No

If "yes", what part do you play? ______________________________

____

25. Who develops a student's learning goals for the time he/she is at your organization? Is it you, the student, the Career Education staff or some combination?

( ) Resource organization ( ) Student ( ) EBCE staff ( ) Combination

____

____

26. Within your organization it is likely that some kind of policy has been developed to accommodate the Career Education program and the way it is to be handled. Have you, personally, played a part in the formulation of such policy?

( ) Yes --- What role did you play? ______________________________

____

( ) No --- Are you familiar enough with the policy and its development to discuss it briefly?

( ) Yes
( ) No -- SKIP TO ITEM 28

27. Was this policy developed interactively with the Career Education staff, or with their assistance?

( ) Yes
( ) No

28. Have you or your organization ever played a part in developing or helping to develop the policies of the Career Education Center? (i.e., the EBCE laboratory or school...resolve any confusion)

( ) No
( ) Yes -- Could you tell me how this came about and what happened? (PROBE to determine the role which RO played in the development of Project policy.)

____

____

29. Do you feel there are some things which students learn in this setting which they could not learn as easily in a traditional high school setting?

( ) No
( ) Yes -- Could you give me some examples? ______________________________

____

30. Based on your understanding of the Career Education program, and on the students and staff you have met, how effective do you feel the program is?

( ) Very effective ( ) Somewhat ineffective
( ) Somewhat effective ( ) Very ineffective

Why? ____________________

____

31. Within your organization, what procedures do you use to evaluate the performance of students?

____

____

Part IV: Expanding the EDCE Program

32. I would like you, now, to think back to the time when you first became involved with the Career Education program. Do you recall what your reasons were for deciding to participate in the program?

( ) No, I don't remember
( ) Yes -- What were your reasons? ____________________

____

33. What about your organization? What were the reasons underlying the organization's decision to become involved with the Career Education program?

( ) I don't know
( ) Reason(s) provided: ____________________

____

34. Do you think your organization will continue working with the Career Education program during the next couple of years?

( ) Yes
( ) No
( ) I don't know

If not, why? ____________________

____

35. If the organization decides to continue, how about yourself? Do you think you would continue working with the Career Education program during the next couple of years?

( ) Yes
( ) No
( ) I don't know

If not, why? ____________________

____

36. If your organization continues with the Career Education program, at what level do you think it will continue? With more students, fewer students, or about the same number?

( ) More
( ) About the same
( ) Fewer
( ) Organization will not continue -- SKIP TO ITEM 39

37. What difficulties would your organization experience if it were to attempt to increase the number of Career Education Students it dealt with? (PROBE for categorization; describe if categories do not fit.)

Check ALL Which Apply:

( ) Lack of space
( ) Lack of equipment of facilities
( ) Lack of personnel to work with students
( ) Disruption of on-going work
( ) Lack of time to deal with students
( ) Problems in implementing the program
( ) Lack of funds to apply to program
( ) Labor union problems

( ) Other (describe): ____________________

38. How many students might your organization be able to handle? Number: __________

39. If asked, would you recommend the Career Education program to other resource organizations, or to their staffs? That is, would you recommend that they become involved in the program?

( ) Yes, without reservation
( ) Yes, but with reservation → What do you think would have to be changed
( ) No, I would not recommend → before you would be willing to recommend in favor of the Career Education program without reservation?

____

40. Now I would like you to think over everything you know about the Career Education program. What do you think is the single greatest strength of the program?

____

41. What do you think is the single greatest weakness of the program?

____

Part V: Other Career Education Involvements

42. Is your organization involved in any educational programs, other than this one, which deal with high school students?

( ) No
( ) Yes -- What are the names of these programs?

____

INTERVIEWER: At this point ask the contact person if he is responsible for the direct teaching of EBCE pupils. If the response is "yes" proceed to ask questions 43 and 44. If "no" obtain the name (one at least) of a resource teacher who has such responsibilities. Determine the conditions under which you may call this person(s). Complete the data collection by obtaining responses to questions 43 and 44 under the required conditions (time and place for conducting this latter inquiry).

Resource teacher names: ______________________________
tel. no. or ext.
____
tel. no. or ext.
____
tel. no. or ext.

Conditions for making the final inquiry: ______________________________
____
____

If contact person is not responding to 43 and 44, INTERVIEW IS COMPLETE. THANK THE RESPONDENT and terminate.

Part VI: Information About Students

43. (Now) I would like to discuss some of the things you do with students you deal with. In your relations with these students, do you

...talk about job opportunities in your career area?	( ) Yes	( ) No	I-2
...discuss the student's personal problems?	( ) Yes	( ) No	
...talk about the activities which go on within your organization?	( ) Yes	( ) No	I-4
...invite students to business or professional meetings that you attend?	( ) Yes	( ) No	
...familiarize students with equipment used in your organization?	( ) Yes	( ) No	
...refer students to other agencies or people that you know who can provide additional information in the students' areas of interest?	( ) Yes	( ) No	
...evaluate individual students' plans and products?	( ) Yes	( ) No	
...advise students about activities not related to your organization?	( ) Yes	( ) No	
...teach students to perform specific job-related tasks within your organization?	( ) Yes	( ) No	
...help plan student project activities?	( ) Yes	( ) No	
...expose students to tasks which require them to use their reading skills?	( ) Yes	( ) No	III
...writing skills?	( ) Yes	( ) No	VI
...mathematics skills?	( ) Yes	( ) No	VIII
...interpersonal skills?	( ) Yes	( ) No	VII

43. (continued)

Do you discuss with students the kinds of skills
and training necessary to enter certain careers
or career areas? ( ) Yes ( ) No I-4

Do you give tasks to students which require
them to assume responsibility for their work? ( ) Yes ( ) No IX-8

Do you ask students to evaluate their own work? ( ) Yes ( ) No

Do you discuss with students the characteristics
of various jobs within the career area the
students seem to be interested in? ( ) Yes ( ) No I-4

44. In the students you have worked with, have you noticed any change in the students' self-confidence? (PROBE for magnitude and direction; get examples) IX-2

( ) Insufficient length of time spent to make judgements
( ) Generally a great improvement
( ) Generally a slight improvement
( ) No appreciable change noticed
( ) Generally a slight decrement
( ) Generally a great decrement

Examples: ____

____

Have you noticed any change in the students' ability to ask questions? V-1
(PROBE for magnitude and direction; get examples.)

( ) Insufficient length of time spent to make judgments
( ) Generally a great improvement
( ) Generally a slight improvement
( ) No appreciable change noticed
( ) Generally a slight decrement
( ) Generally a great decrement

Examples: ____

____

Have you noticed any change in the students' ability to respond to questions
or directions? (PROBE as necessary; get examples.) V-2

( ) Insufficient time spent to make judgments
( ) Generally a great improvement
( ) Generally a slight improvement
( ) No appreciable change noticed
( ) Generally a slight decrement
( ) Generally a great decrement

Examples: ____

____

Have you noticed any change in the student's ability to take the initiative? (PROBE as necessary; get examples.) IV-3

( ) Insufficient time spent to make judgments
( ) Generally a great improvement
( ) Generally a slight improvement
( ) No appreciable change noticed
( ) Generally a slight decrement
( ) Generally a great decrement

Examples: ____

____

Have you noticed any change in the students' reliability? (PROBE) IX-3

( ) Unsufficient time spent to make judgments
( ) Generally a great improvement
( ) Generally a slight improvement
( ) No appreciable change noticed
( ) Generally a slight decrement
( ) Generally a great decrement

Examples: ____

____

INTERVIEW IS COMPLETE. THANK THE RESPONDENT and terminate.

Employer Instructor Questionnaires
(Three Forms)

(CE)$_2$

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EMPLOYER INSTRUCTOR (EI) QUESTIONNAIRE

Name of Employer Instructor____

Name of Organization or Company____________________________________

Address____
(street) (city) (zip code)

Please check the above information to see that it is correct; make any changes necessary.

How would you classify your employer site?

Check one or more:	Check one or more:
_____Small employer (less than 25 employees)	_____Tax supported
_____Large employer (25 employees or more)	_____Nonprofit
_____Self-employed	_____For profit
_____Union	

When, approximately, did you first spend time with a $(CE)_2$ student?

Circle one: 72-73 73-74 74-75 school year

Circle one: Fall Winter Spring

_____Check here if you serve as a representative for your company or organization's activities with $(CE)_2$ but don't work directly with students.

Part I: Development of $(CE)_2$ Activities at your Employer Site

Please note: you may have to get help from other people in your company or organization to answer some of the questions in this first part.

1. How did your organization become involved with $(CE)_2$? That is, who contacted your organization to ask its participation?

_____$(CE)_2$ personnel

_____A $(CE)_2$ student

_____Someone from another employer site

_____Someone within this employer site

_____Other (specify)______________________________________

_____Don't know

2. When you were introduced to the $(CE)_2$ program, what did you think your role and the role of your organization would be?

Role of Employer Instructor: ____

____

Role of your company or organization: ______________________________

____

3. Has your role turned out differently from what you had originally expected?

_____No

_____Yes → Could you explain the differences you noticed?________________

____

____

4. Has the role of your organization turned out differently from what you had originally expected?

_____No

_____Yes → Could you explain the differences you noticed?________________

____

____

5. How did you spend your time on $(CE)_2$ since last September? (Check all that apply. If you check more than one activity, please circle the one activity you spent the most time on.)

_____Working directly with students

_____Planning activities for or with $(CE)_2$ students

_____Working with $(CE)_2$ staff

_____Other time spent on $(CE)_2$ (please specify)______________________

____

6. Would you say that the $(CE)_2$ activities have taken more time, time about as expected, or less time than you had originally expected?

_____More time than expected

_____About as expected

_____Less than expected

_____Don't know

_____Other (please describe briefly)______________________________

____

7. Have unanticipated costs, either to yourself or to your organization, occurred as a result of participation in the $(CE)_2$ program?

_____No personal unanticipated costs

_____Yes, personal unanticipated costs

If yes,

a. How were the costs incurred?____

____

b. Did the costs present a problem? _____Yes _____No _____Don't know

c. If a problem, was it resolved? _____Yes _____No

If yes, how?____

____

_____No unanticipated costs to the organization

_____Yes, unanticipated costs to the organization

If yes,

d. How were the costs incurred?____

____

e. Did the costs present a problem? _____Yes _____No _____Don't know

f. If a problem, was it resolved? _____Yes _____No

If yes, how?____

____

8. Have you encountered any serious problems with the $(CE)_2$ program?

_____No

_____Yes → Please describe briefly the nature of the problem(s).

____

____

Was the problem resolved? _____Yes _____No _____Don't know

If yes, how was it resolved?____

____

9. On the whole, do you feel the program has functioned as it was described to you when you first became involved with it?

_____Yes

_____No → Explain briefly why you answered no.______________________________

____

Part II: Support and Impact of $(CE)_2$ Activities at your Employer Site

1. Have you ever had need to contact the $(CE)_2$ staff about particular students or problems which may have occurred?

_____No

_____Yes → Whenever this happened, were you satisfied with the way in which the staff responded to your needs? _____Yes _____No

Briefly describe the situation and the nature of the response by the $(CE)_2$ staff.

____

____

____

2. In general, has the $(CE)_2$ staff provided you with the necessary information to help you coordinate students' activities at your employer site?

_____Yes → What types of information have been most useful to you?

____

____

_____No → Indicate the information you needed but did not get.

____

____

3. How frequently were you in touch with the $(CE)_2$ staff during the times students were working at your site?

_____Almost everyday	_____Several times a year
_____Once or twice a week	_____Almost never
_____Once or twice a month	_____Never

4. How do most of the other people at your employer site feel about the $(CE)_2$ students? (Check one of the following.)

_____Strongly positive feelings	_____Mildly negative feelings
_____Mildly positive feelings	_____Strongly negative feelings
_____Mixed feelings	_____No reaction or information

Explain briefly why you checked the response you did.______________________

____

5. To what extent has the $(CE)_2$ program had any effect on the quantity of work performed by employees in your company or organization?

_____Increased quantity

_____Decreased quantity

_____No difference

_____Don't know

6. To what extent has the $(CE)_2$ program had any impact on the quality of work performed by employees in your organization?

_____Much impact →

_____Some impact →

_____No impact

_____Don't know

If you checked "much" or "some" impact, what type of impact was this?

_____Good impact _____Bad impact

_____Don't know

7. To what extent has the $(CE)_2$ program had an impact on the hiring practices of your company or organization?

_____Much impact →

_____Some impact →

_____No impact

_____Don't know

If you checked "much" or "some" impact, what type of impact?

_____Good impact _____Bad impact

_____Don't know

8. Have you, or might you, ever hire any of the former $(CE)_2$ students as regular employees of your organization?

_____Have

_____Have not

_____Would, depending on student and organizational need

_____Would not

9. To what extent has the $(CE)_2$ program had an impact on the training practices of your organization?

_____Much impact →

_____Some impact →

_____No impact

_____Don't know

If you checked "much" or "some" impact, what type of impact?

_____Good impact _____Bad impact

_____Don't know

10. On the whole, would you say that your organization gains or loses by participation in the $(CE)_2$ program?

Check one: _____Gains _____Loses _____Both _____Neither

Explain briefly why you checked the response you did.________________________

____

Part III: $(CE)_2$ Program Operation at the Employer Site

1. Do you or (does) your organization play a part in deciding which students come to your site?

_____No

_____Yes → If yes, what part?____

____

2. Have you or your organization ever played a part in developing or helping to develop the policies, procedures, practices, or content of the $(CE)_2$ program?

_____No

_____Yes → Please describe briefly how this came about and what happened?

____

____

_____Don't know

Part IV: Expanding the $(CE)_2$ Program

1. Think back to the time when you first became involved with the $(CE)_2$ program. What were some of your reasons for deciding to participate in the program?

____

____

____

Check here if you don't remember any reasons_____

2. What were some of the reasons underlying your company or organization's decision to become involved in the $(CE)_2$ program?

____

____

____

Check here if you don't know the reasons_____

3. Do you think your organization will continue working with the $(CE)_2$ program during the next couple of years?

_____Yes

_____No

_____I don't know

If "no", why?____

____

4. If your organization continues, how about yourself? Would you like to continue working with the $(CE)_2$ program during the next couple of years?

_____Yes

_____No

_____I don't know

If "no", why?____

____

5. If your organization continues with the $(CE)_2$ program, at what level do you think it will continue?

_____More students

_____About the same number of students

_____Fewer students

_____Organization will not continue (SKIP TO ITEM 9)

6. How many students might your organization be able to handle?

________Total number of students during any one year

7. How many students might you, as Employer Instructor, be able to deal with at any one time?

________Total number of students

8. Which of the following, if any, would be involved if your organization were to attempt to increase the number of $(CE)_2$ students it dealt with? (Check all which would apply.)

_____Allocation of space

_____Equipment or facilities

_____Assignment of personnel to work with students

_____Some re-arrangement of on-going work

_____Allocation of time to deal with students

_____Special arrangements to implement program

_____Funds to apply to program

_____Contacts with labor union representatives

_____Other (describe)____

____

9. If asked, would you recommend the $(CE)_2$ program to other companies or organizations, or to their staffs? That is, would you recommend that they become involved in the program?

_____Yes, without reservation (GO TO ITEM 10)

_____Yes, but with reservation

_____No, I would not recommend $(CE)_2$

If you answered "yes, but with reservation" or "no", what do you think would have to be changed before you would be willing to recommend in favor of the $(CE)_2$ program without reservation?

____

____

____

10. Think over everything you know about the $(CE)_2$ program. What do you think are the greatest strengths of the program?

____

____

____

11. What do you think are the greatest weaknesses of the program?

____

____

____

Part V: Other Career Education Involvements

Is your company or organization involved in any educational programs, other than this one, which deal with high school students?

_____No

_____Yes → What are the names of these programs?_______________________

____

____

_____Don't know

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.

Are there any other comments you'd like to make about the $(CE)_2$ program, its staff, or its students?

____

____

____

____

EMPLOYER INSTRUCTOR (EI) QUESTIONNAIRE

Name of Employer Instructor ______________________________________

Name of Organization or Company ________________________________

Address ____
(street) (city) (zip code)

Please check the above information to see that it is correct; make any changes necessary.

When, approximately, did you first spend time with a $(CE)_2$ student?

Circle one: 72-73 73-74 74-75 school year

Circle one: Fall Winter Spring

Information about Exploration Level Students

1. The following activities may be some of the things you do with the $(CE)_2$ exploration level student(s) you deal with. Please indicate which activities you have been involved in.

In your relations with the exploration level student(s), have you . . .	Yes	No
a. talked about the activities which go on within your company or organization?	___	___
b. supervised students in observing specific jobs at your employer site?	___	___
c. talked about job opportunities in your career area?	___	___
d. familiarized students with equipment used at your employer site?	___	___
e. talked about earnings and fringe benefits?	___	___
f. talked about future employment prospects in your career area?	___	___
g. talked about advancement possibilities in your career area?	___	___
h. referred students to other agencies or people that you know who can provide additional information in the students' areas of interests?	___	___
i. talked about company policies?	___	___
j. talked about work environments?	___	___
k. discussed with students the kinds of skills and training necessary to enter certain careers or career areas?	___	___
l. sat down with students and discussed with them their exploration packages?	___	___

1. (continued)

In your relations with the exploration level student(s), have you . . .

	Yes	No
m. discussed with students the characteristics of various jobs within your career area?	___	___
n. invited students to business or professional meetings that you attend?	___	___

2. How effective do you think the exploration level experiences are in introducing the students to the employer site?

_____Very effective _____Somewhat ineffective

_____Somewhat effective _____Very ineffective

Why?____

____

____

3. Other than the required checkoffs on exploration packages, do you use any other procedures to evaluate or monitor the activities of $(CE)_2$ students?

_____No

_____Yes -- What kind of procedures do you use?____________________

____

____

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.

Are there any other comments you'd like to make about the $(CE)_2$ program, its staff, or its students?

____

____

____

____

____

EMPLOYER INSTRUCTOR (EI) QUESTIONNAIRE

Name of Employer Instructor______________________________

Name of Organization or Company__________________________

Address____
(street) (city) (zip code)

Please check the above information to see that it is correct; make any changes necessary.

When, approximately, did you first spend time with a $(CE)_2$ student?

Circle one: 72-73 73-74 74-75 school year

Circle one: Fall Winter Spring

Information about Learning Level Students

1. The following activities may be some of the things you do with the $(CE)_2$ learning level student(s) you deal with. Please indicate which activities you have been involved in.

In your relations with the learning level student(s), have you . . .	Yes	No
a. talked about the activities which go on within your company or organization?	___	___
b. supervised students in observing specific jobs at your employer site?	___	___
c. talked about job opportunities in your career area?	___	___
d. familiarized students with equipment used at your employer site?	___	___
e. talked about earnings and fringe benefits?	___	___
f. talked about future employment prospects in your career area?	___	___
g. talked about advancement possibilities in your career area?	___	___
h. referred students to other agencies or people that you know who can provide additional information in the students' areas of interests?	___	___
i. talked about company policies?	___	___
j. talked about work environments?	___	___
k. discussed with students the kinds of skills and training necessary to enter certain careers or career areas?	___	___
l. discussed with students the characteristics of various jobs within your career area?	___	___

1. (continued)

In your relations with the learning level student(s), have you . . .

	Yes	No
m. invited students to business or professional meetings that you attend?	___	___
n. helped plan student project activities?	___	___
o. evaluated individual students' plans and products?	___	___
p. asked students to evaluate their own work?	___	___
q. gave tasks to students which required them to assume responsibility for their work?	___	___
r. taught students to perform specific jobs at your employer site?	___	___
s. exposed students to tasks which required them to use their reading skills?	___	___
t. exposed students to tasks which required them to use their writing skills?	___	___
u. exposed students to tasks which required them to use their mathematics skills?	___	___
v. exposed students to tasks which required them to use their interpersonal skills?	___	___
w. discussed the student's personal problems?	___	___
x. advised students about activities not related to your company or organization?	___	___

2. Consider the learning level student you worked with most recently. In the time you spent with this student, have you noticed any changes in the following characteristics?

(Check one option for each characteristic. Then, give examples of any changes you've noticed in this student.)

Have you noticed any change in this student's . . .	Great Improvement	Slight Improvement	No Appreciable Change	Slight Decrease	Great Decrease	Not enough Time to Judge
a. self-confidence?	___	___	___	___	___	___
Examples:_______________						
b. ability to ask questions?	___	___	___	___	___	___
Examples:_______________						
c. ability to respond to questions or directions?	___	___	___	___	___	___
Examples:_______________						
d. ability to take the initiative?	___	___	___	___	___	___
Examples:_______________						
e. dependability or trustworthiness?	___	___	___	___	___	___
Examples:_______________						

3. Who develops a student's learning goals for the time he/she is at your organization?

____ Employer Instructor

____ Other staff in your company or organization

____ Student

____ $(CE)_2$ Learning Manager

____ $(CE)_2$ Employer Relations Specialist

____ Other $(CE)_2$ staff member

____ Combination of above (describe briefly) ________________________________

____

4. Do you usually see the students' project plans which outline the students' learning goals at your site?

____ Yes ____ No

Has the $(CE)_2$ staff explained to you, or shown you, examples of the kinds of projects or products completed by the students?

____ No

____ Yes, projects completed at my employer site

____ Yes, projects completed at other employer sites

5. How much information are you receiving about the progress of students placed at your site?

____ Receiving more information than I really need or want

____ Receiving all the information I need at this time

____ Would like to receive more information.→ Describe briefly what kind of information you'd like to get.

____

6. In general, are you satisfied withe the feedback you receive about what students learn or get out of working at your site?

____ Yes

____ No → How would you like to see the situation improved? ________________

____

7. Do you feel there are some things which students learn in this setting which they could not learn as easily in a traditional high school setting?

____ No

____ Yes → Please give some examples. ________________________________

____

8. How effective do you feel the learning level experiences are for $(CE)_2$ students?

____ Very effective

____ Somewhat effective

____ Somewhat ineffective

____ Very ineffective

Why? ____

____

9. Within your company or organization, what procedures do you use to evaluate the performance of learning level students?

____

____

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.

Are there any other comments you'd like to make about the $(CE)_2$ program, its staff, or its students?

____

____

____

____

Community Participant Opinion Survey

Academy for Career Education

NAME: ______________________________ DATE: ______________

ORGANIZATION: ____

Career Education Program

Community Participant Opinion Survey

This survey has been designed to give you an opportunity to express your opinions about the Career Education Program in which you have been participating. Much of the program is built upon the interest and willingness demonstrated by persons like yourself to develop and operate experience-based learning activities for students. It is important for the Career Education staff and sponsors to know what your impressions and suggestions are. This knowledge can help in improving the program and realizing its goals.

This questionnaire has been designed to gether information from community participants. It consists of questions related to your participation in the program, opinion of the program, interactions with staff and views on students. You are asked to circle the answer which best fits your opinion. In some cases a brief description of why you selected a particular answer is requested. Please answer these questions as fully as you can; completeness of responses determines how useful the information will be. We appreciate your interest and time in helping the Career Education Program.

1. How did your organization become involved in the Career Education Program? That is, who contacted your organization to ask its participation?

   1. Career Education personnel
   2. A Career Education Student
   3. Someone from another organization
   4. Someone within this organization
   5. Other (specify) ______________________________
   6. Don't know

2. Have your activities, or those of your organization, in the Career Education Program turned out to be what you expected?

   1. Yes
   2. No -- If no, please explain ______________________________

   ____

3. Would you say that the Career Education activities have incurred about as much cost to you, or your organization, as was expected?

   1. Yes
   2. No, less cost
   3. No, more cost

   If No, please explain ____

   ____

4. Would you say that the Career Education activities have taken about as much time of yours, or your organization, as was expected?

   1. Yes
   2. No, less time
   3. No, more time

   If No, please explain ____

   ____

5. Has the Career Education Program had any general impact on your organization?

   1. No
   2. Yes, a good one
   3. Yes, a bad one

   If Yes, please explain ____

   ____

6. Would you say that your organization as a whole gains or loses by participation in the Career Education Program?

   1. Gains, please explain ____

      ____

   2. Loses, please explain ____

      ____

7. On the whole, would you say that employees who are involved gain or lose by participating in the program?

   1. Gain, please explain ____

      ____

   2. Lose, please explain ____

      ____

8. Does your organization plan to continue its involvement in the Career Education Program?

   1. Yes
   2. No

   If No, please explain ____

   ____

9. If your organization continues with the Career Education Program, at what level do you think it will continue? With:

1. More students
2. Fewer students
3. About the same

10. Would you recommend to other organizations or individuals that they get involved in a Career Education Program?

1. Yes
2. No -- please explain ______________________________

____

11. Have you or your organization ever played a part in developing, or helping to develop, the policies of the Career Education Program?

1. Yes
2. No

If Yes, please explain how this came about and what happened ______________

____

12. What is your general opinion of the Career Education Program?

Strongly Negative				Strongly Positive
1	2	3	4	5

13. How effective do you think the Career Education Program is in achieving its goals?

Not Effective				Very Effective
1	2	3	4	5

14. Is the Career Education Program what you expected it would be?

1. Yes
2. No -- please explain ______________________________

____

15. Have there been any serious problems associated with the Career Education Program at your site?

1. No
2. Yes -- please explain ______________________________

____

16. In general, has the Career Education staff provided the necessary information to help direct student activities in your site?

1. Yes
2. No -- please explain ______________________________

____

17. In general, has the Career Education staff responded to your requests and helped with problems?

1. Yes
2. No -- please explain ______________________________

____

18. When a student is selected to be sent to you for exploration or specialization, do you or your organization play a part in the selection process?

1. Yes
2. No

If yes, please explain your part ______________________________

____

19. Who decides what a student is supposed to learn while he is assigned to your organization? Is it you, or the Career Education staff? Or is the curriculum developed in some other way?

1. Organization
2. Career Education staff
3. Student
4. Combination

____

____

20. Has the Career Education staff given you enough help in developing your program for students?

1. Yes
2. No — please explain ______________________________

____

21. What is your general opinion of the Career Education students?

Strongly Negative				Strongly Positive
1	2	3	4	5

____

22. What procedures do you use to evaluate the performance of students at your site?

Use of:	Developed by:
1. Tests	1. Career Education staff
2. Rating forms	2. Organization
3. Other (Specify below)	3. Other (Specify below)

____

23. How would you characterize student interest in your Career Education Program activities?

Not Interested				Strongly Interested
1	2	3	4	5

____

24. Do students seem to enjoy their participation in Career Education Program activities?

Definitely No				Definitely Yes
1	2	3	4	5

25. Do you think that students generally gain from their experiences in the Career Education Program?

1. Yes, please explain ______________________________

____

2. No, please explain ______________________________

____

26. Are there things which you think students can learn in this kind of program better than in a typical high school?

1. Yes, please explain ______________________________

____

2. No, please explain ______________________________

____

27. Please indicate the approximate percentage of time students are engaged in each of the following activities:

1. Lectures, presentations, films, etc. ____
2. Tours, observations, etc ____
3. Interacting with employees on site ____
4. Trying out different aspects of jobs, assisting ____
5. Reflective discussions of experiences ____
6. Other

28. Is your organization involved in any educational programs, other than this one, which deal with high school students?

1. No
2. Yes -- What are the names of these programs? ______________________________

____

29. Have you employed, as regular employees, any former students from the Career Education Program?

1. Yes
2. No

30. Please indicate any comments you have concerning the Career Education Program which have not been covered in this survey.

Program Strengths ______________________________

____

Program Weaknesses ______________________________

____

Other ______________________________

APPENDIX C

Data Tables in Support of Chapter 3, Volume VI

McGwigan School and KCSS

Current Student Data

TABLE C-1

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED EBCE PROGRAM GENERATED EXPERIENCES

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan				Kanawha County Secondary Schools			
	First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%
Three or more experience sites for periods of time	6	19	3	11	2	15	1	9
Two experience sites for extended periods of time	8	26	5	19	6	46	3	27
One experience site for extended periods of time	11	35	9	33	2	15	2	18
Two or more extended experience sites plus one or more visits to other sites	1	3	1	4	0	-	0	-
One extended experience site plus one or more short visits to other sites	1	3	1	4	2	15	0	-
One site for 10-20 hours	0	-	0	-	0	-	1	9
Several orientation or exploration visits to different sites	0	-	0	-	0	-	0	-
One orientation or exploration visit	1	3	0	-	0	-	0	-
Formal classes in other schools, church, etc.	0	-	0	-	0	-	0	-
Other or uncodable	0	-	1	4	0	-	0	-
No program generated experiences	3	10	7	26	1	8	4	36
Total number of responses	31		27		13		11	

TABLE C-2

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED LEARNING CENTER OR SCHOOL ACTIVITIES

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan								Kanawha County Secondary Schools			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Two or more activities involving center or school staff							2	10	1	8		
One or more field trips	NA		NA		1	5	1	5	NA		NA	
One activity or class involving teacher or center staff member					2	10	1	5	0	-		
Talk with counselor, teacher or center staff member	4	13	2	7	4	19	0	-	1	8	1	8
One activity or class with detail	1	3	1	4	3	14	0	-	0	-	1	8
One activity or class with no detail	5	16	3	11	3	14	2	10	3	23	0	-
Activity or class involving outside speaker	0	-	0	-	1	5	0	-	0	-	0	-
Related class prior to EBCE application	1	3	0	-	0	-	1	5	0	-	1	8
Other or uncodable	0	-	0	-	1	5	0	-	0	-	0	-
No school or center activity	20	65	21	78	6	29	13	65	8	62	9	75
Total number of responses	31		27		21		20		13		12	

t-tests of percent saying "No activity", experimental minus control:
First choice, t=2.74; p=.006 Second choice, t=0.94; p=.34

TABLE C-3

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT CAREER RELATED NON-SCHOOL EXPERIENCES

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan								Kanawha County Secondary Schools			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
One site with adult involvement for an extended period of time	4	13	4	15	5	24	5	25	2	17	2	18
Formal classes in other schools, church, etc.	2	6	1	4	1	5	0	-	1	8	0	-
Leisure time or hobby activities	3	10	1	4	4	19	2	10	1	8	0	-
Made or did something in home	2	6	4	15	1	5	0	-	2	17	1	9
Talked with adult	2	6	1	4	4	19	5	25	2	17	1	9
Talked with family member	0	-	0	-	1	5	1	5	0	-	1	9
Career related job	1	3	1	4	0	-	1	5	0	-	0	-
Other or uncodable	0	-	2	8	0	-	1	5	0	-	0	-
No related non-school experiences	17	55	12	46	5	24	5	25	4	33	5	45
Total number of responses	31		26		21		20		12		11	

t-tests of percents saying "No experiences", experimental minus control:
First choice, t=2.40, p=.016; Second choice, t=1.53, p=.12

TABLE C-4

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT CAREER RELATED READING

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan								Kanawha County Secondary Schools			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
At least two titled books plus other books, pamphlets, etc.	1	3			1	5						
At least two titled books	0	-	1	4	0	-						
One titled book plus other books, pamphlets, magazines, etc.	4	13	0	-	0	-	1	5				
One book titled	0	-	4	15	1	5	0	-	3	23		
Magazines, pamphlets, career guides, etc.	0	-	0	-	0	-	0	-	0	-		
Magazines only	2	6	4	15	2	10	0	-	1	8	1	8
Pamphlets and career guides only	6	19	3	11	3	14	0	-	2	15	3	25
Reading, but with no detail	8	26	3	11	2	10	2	10	2	15	1	8
Other or uncodable	2	6	2	7	0	-	0	-	0	-	0	-
No reading	8	26	10	37	12	57	17	85	5	38	7	58
Total number of responses	31		27		21		20		13		12	

t-tests of percents saying "No reading", experimental minus control:
First choice, $t=-2.32$, $p=.01$; Second choice, $t=-3.92$, $p<.0001$

TABLE C-5

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT OUTCOMES OR ACCOMPLISHMENTS OF CAREER RELATED ACTIVITIES

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan								Kanawha County Secondary Schools			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Individual or group prepared product resulting from activity	4	12	2	8	1	5	0	-	2	18	0	-
Term papers, reports on experiences of activities required by school	11	35	8	32	0	-	0	-	2	18	2	18
Specific learning or skill improvement	4	13	1	4	3	14	1	5	2	18	3	27
Specific statement of new or revised plans	1	3	3	12	2	10	0	-	0	-	2	18
Other or uncodable	0	-	1	4	0	-	0	-	1	9	0	-
No outcomes or accomplishments	11	35	10	40	15	71	19	95	4	36	4	36
Total number of responses	31		25		21		20		11		11	

t-tests of percents saying "No outcomes", experimental minus control:
First choice, t = -2.75; p=.006.
Second choice, t = -4.11; p<.0001

TABLE C-6

DISTRIBUTIONS OF CAREER FOCUS AND EXPERIENCE RATINGS

McGwigan High School and Kanawha County
Secondary Schools EBCE Programs

	McGwigan				Kanawha County Secondary Schools	
	Experimental		Control			
Coding Categories	f	%	f	%	f	%
Two careers of interest, relevant experiences for both	16	52	1	5	8	62
Two careers of interest, relevant experiences for one	7	23	1	5	2	15
One career of interest, relevant experience	3	10	2	10	2	15
One career of interest prior to EBCE application, relevant experience	1	3	0	-	0	-
Interests pursued without career focus, relevant experience	0	-	1	5	0	-
Avocational interest or hobby pursued on student initiative	0	-	1	5	0	-
Potential career interest, but little or no experience	1	3	8	38	0	-
No career focus, but some potentially useful experience	2	6	1	5	0	-
No career focus, no experience, no thought about career planning	1	3	6	29	1	8
Confusion about careers, little or no experience that might be helpful	0	-	0	-	0	-
Inadequate information to categorize	0	-	0	-	0	-
Total number of responses	31		21		13	

Chi-squared tests comparing experimental and control groups, with grouping to obtain theoretical frequencies greater than 4.5.

Career focus, chi-squared = 24.00, dof = 1 $p < .001$
Experience, chi-squared = 7.75, dof = 1 $.01 > p > .001$

TABLE C-7

DISTRIBUTION OF CODED FREE RESPONSE REASONS FOR OR AGAINST REAPPLYING FOR ADMISSION TO EBCE PROGRAM

McGwigan High School and Kanawha County Secondary School EBCE Programs

	EBCE Program												Conventional School Program											
	Positive						Negative						Positive						Negative					
	McGwigan						McGwigan						McGwigan						McGwigan					
	Exper.		Control		KCSS		Exper.		Control		KCSS		Exper.		Control		KCSS		Exper.		Control		KCSS	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lack of rigid structure and freedom to learn what you want to	7	23	1	5	3	23															1	5	1	8
Characteristics of staff and relationships	6	20	1	5	1	8													1	3	1	5		
Lack of pressure from grades, tests															1	5								
More attention to individual students	4	13	1	5	1	8													2	7	1	5		
Opportunity to explore careers/jobs	15	50	11	55	10	77													2	7	1	5	1	8
Need for college preparation							1	3					1	3	1	5	1	8						
Greater independence and need for individual responsibility	8	27			4	31																		
New and different activities	2	7			1	8													6	20	1	5		
Potential drop-out																			5	17	1	5	1	8
Opportunities to meet new or different people	4	13	3	15	1	8													1	3				
Opportunity to see what adult world is like	1	3			3	23																		
Make new friends or give up friends	1	3									1	8			3	15								
Social life, dances, etc.	2	7													2	10			1	3				
Miscellaneous and general statements of positive and negative feelings	17	57	2	10	4	31	1	3							1	5			3	10	3	15		
Other or uncodable	6	20	—		1	8	—		—		—		—		1	5	1	8	—		—		1	8
Total number of responses	73		19		29		2		0		1		1		9		2		21		9		4	

Total number of respondents: McGwigan experimental = 30; McGwigan control = 20; KCSS = 13

TABLE C-8

PERCENTS OF STUDENTS CHOOSING SCORABLE CAREERS/JOBS

McGwigan and Kanawha County Schools

Scoring Keys	Experimental Choices			Control Choices			KCSS Choices		
	1st	2nd	Both	1st	2nd	Both	1st	2nd	Both
Engineers-All Kinds				10		5			
Medical-Dental Doctors	3	3	3	5		2			
Registered Nurse	6	3	5	5	5	5			
Veterinary Medicine Doctor	6		3		10	5			
Accountant									
Business Administration/Mgmt.		3	2	5		2			
School Counselor		3	2	5		2		8	4
Social Worker	3	7	5	10	5	7	8		4
Teacher-All Kinds		17	8		10	5	23	25	24
Journalist	6		3						
Lawyer		3	2	5	5	5			
Psychologist									
Artist-Commercial	3		2						
Artist-Free Lance	3		2	10		5		8	4
Musician-Vocal and Instrumental	6		3	10		5			
Theater-Actor and Stage Craft		3	2						
Computer Operator, Keypunch	3		2	5		2			
Computer Programmer					5	2	15	8	12
Electronics Technician	3	3	3						
Laboratory Technician		3	2		5	2			
Photographer		3	2						
Physiotherapist	10		5						
Veterinary Assistant	3		2		5	2			
X-Ray Technician									
Proprietor				5	5	5			
Sales and Sales Clerk	3	3	3		10	5			
Auto Mechanic	3		2	5		2	15	8	12
Welder					5	2			
Carpenter							8		4
Secretary-General and Special	10	3	7		5	2			
Typist				5		2			
Policeman or Policewoman	6	3	5	5		2	8		4
Truck Driver, Heavy Equip. Op.		3	2					8	4
Beautician, Hairdresser									
Disc Jockey	3	3	3	5	5	5			
Forester, Game warden		3	2						
Stewardess	6		3		5	2			
No Key	10	24	17	10	15	12	23	33	28
Number of Choices	31	29	60	21	20	41	13	12	25

TABLE C-9

COUNTS OF STUDENTS' FIRST CAREER CHOICES GROUPED BY PROJECT TALENT CAREER GROUPS

McGwigan and Kanawha County Schools

Career Groups	Experimental						Control						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Engineering, Physical Science Mathematics and Architecture	1	8	0	-	1	3	1	11	1	8	2	10	2	9	1	3	3	6
Medical and Biological Sciences	2	15	3	17	5	16	2	22	1	8	3	14	4	18	4	13	8	15
Business Administration	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Teaching and Social Sciences	0	-	2	11	2	6	0	-	3	25	3	14	0	-	5	17	5	10
Humanities, Law, Social and Behavioral Sciences	2	15	0	-	2	6	1	11	0	-	1	5	3	14	0	7	3	6
Fine Arts, Performing Arts	1	8	2	11	3	10	1	11	2	17	3	14	2	9	4	13	6	12
Technical Jobs	2	15	2	11	4	13	0	-	0	-	0	-	2	9	2	7	4	8
Proprietors, Sales	1	8	0	-	1	3	1	11	1	8	2	10	2	9	1	3	3	6
Mechanics, Industrial Trades	1	8	0	-	1	3	2	22	1	8	3	14	3	14	1	3	4	8
Construction Trades	1	8	0	-	1	3	0	-	0	-	0	-	1	5	0	-	1	2
Secretarial-Clerical, Office Workers	0	-	4	22	4	13	0	-	2	17	2	10	0	-	6	20	6	12
General Labor, Community and Public Service	2	15	0	-	2	6	1	11	0	-	1	5	3	14	0	-	3	6
Not Assignable to Groups	0	-	5	28	5	16	0	-	1	8	1	5	0	-	6	20	6	12
Total	13		18		31		9		12		21		22		30		52	

TABLE C-10

DISTRIBUTIONS OF CORRECT CAREER REQUIREMENTS SCORES

McGwigan and Kanawha County School System

Percent Scores	Correct Necessary						Correct Not Necessary					
	Exper.		Control		KCSS		Exper.		Control		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%
90-99	4	13	2	10	1	8	3	11	0	-	1	8
80-89	3	10	2	10	2	17	6	21	1	6	1	8
70-79	9	29	4	20	3	25	0	0	3	19	1	8
60-69	6	19	2	10	3	25	4	14	5	31	2	17
50-59	4	13	7	35	0	0	4	14	1	6	0	0
40-49	1	3	1	5	2	17	4	14	1	6	2	17
30-39	3	10	0	0	0	0	4	14	1	6	1	8
20-29	0	0	1	5	1	8	1	4	2	12	1	8
10-19	1	3	1	5	0	0	1	4	1	6	2	17
0- 9	0	0	0	0	0	0	1	4	1	6	1	8
N	31		20		12		28		16		12	
Mean	65		62		68		57		51		48	
Std. Dev.	19		21		20		26		24		30	

Exper. vs. Control

$t_{(\overline{X}_E - \overline{X}_C)} = 0.51$

p = .31 (one tail)

$t_{(\overline{X}_E - \overline{X}_C)} = 0.37$

p = .35 (one tail)

TABLE C-11

COUNTS OF STUDENTS CITING VARIOUS CONSIDERATIONS IN CAREER CHOICE AS CODED FROM FREE RESPONSES

McGwigan and Kanawha County Schools

Considerations	Exper.		Control		KCSS	
	f	%	f	%	f	%
Personal Interests, Abilities						
Interest in and enjoyment of the work	16	55	12	57	8	62
Attitude toward academic preparation	5	17	2	10	2	15
Preference for challenging work	2	7	0	-	0	-
Enjoyment in helping people	9	31	4	20	6	46
Enjoyment in meeting different people	6	21	6	29	2	15
Having abilities required for job	16	55*	6	29	8	62
Enjoyment in working with hands; making things	2	7	2	10	2	15
Career/Job Requirements						
Money required to prepare for career	4	14*	0	-	0	-
Working environment and conditions	12	41	5	24	5	38
Amount of supervision required	0	-	1	5	2	15
Opportunities and requirements for travel	1	3	0	-	1	8
Location of job	0	-	0	-	0	-
Opportunities and Rewards						
Money and other benefits for work	11	38	7	33	5	38
Intrinsic rewards in job	12	41	7	33	3	23
Employment opportunities	1	3*	9	43	3	23
Chances for advancement	1	3	1	5	2	15
Miscellaneous (1)	1	3*	5	24	1	8
Uncodable Responses	4	14*	0	-	2	15
Total number of students (2)	31		21		13	
Sub-totals for Classes of Considerations						
Personal Interests and Abilities	36	54	32	48	28	54
Career/Job Requirements	17	17	6	9	8	17
Opportunities and Rewards	25	21	24	36	13	25
Miscellaneous	1	1	5	7	1	4
Uncodable	4	4	0	-	2	4
Total number of responses (3)	103		67		52	

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*The difference between the percents for the experimental and control groups is statistically significant (p = .05).

Notes: (1) Includes: parental influence; influential person other than parents, chance to use what has been learned; and knowing more about one job than another.

(2) This is the base used to compute percentages for the coding categories above.

(3) This is the base used to compute percentages for the sub-totals for the classes of categories.

TABLE C-12

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO INTEREST

McGwigan and Kanawha County School System

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
McGwigan Experimental	f	5	11	11	3	0	30	3.4	2.4
	%	17	37	37	10	-			
McGwigan Control	f	3	3	6	8	1	21	5.1	3.0
	%	14	14	29	38	5			
KCSS-EBCE	f	1	7	2	3	0	13	3.7	2.7
	%	8	54	19	23	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 7.67 df = 2 .05 > p > .02

Interval groupings: 0-3, 4-6, 7-12

t = 2.17 df = 49 p = .03 (two tails)

TABLE C-13

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO KNOWLEDGE

McGwigan and Kanawha County School System

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
McGwigan Experimental	f	11	8	8	3	0	30	2.4	2.5
	%	37	27	27	10	-			
McGwigan Control	f	2	5	6	5	3	21	4.9	3.3
	%	10	24	29	24	14			
KCSS-EBCE	f	2	5	4	2	0	13	3.6	2.3
	%	15	38	31	15	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 8.14 df = 3 .05 > p > .02

Interval groupings: 0, 1-3, 4-6, 7-12

t = 2.92 df = 49 p = .003 (two tails)

TABLE C-14

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS HIGH INTEREST AND KNOWLEDGE

McGwigan and Kanawha County School System

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
McGwigan Experimental	f	3	18	7	2	0	30	2.6	2.0
	%	10	60	23	7	-			
McGwigan Control	f	6	14	1	0	0	21	1.5	1.4
	%	29	67	5	-	-			
KCSS-EBCE	f	1	9	3	0	0	13	2.2	1.8
	%	8	69	23	-	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 5.58 df = 2 $.10 > p > .05$

Interval groupings: 0, 1-3, 4-9

$t_{(\bar{X}_{\varepsilon} - \bar{X}_c)} = 2.35$ df = 49 $p = .02$

TABLE C-15

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED HIGH CONSISTENT WITH PERCEIVED NECESSARY CAREER REQUIREMENTS

McGwigan and Kanawha County Schools

No. of Characteristics	Experimental		Control		KCSS	
	f	%	f	%	f	%
25+	0	-	0	-	0	-
21-24	3	10	0	-	0	-
17-20	1	3	3	14	0	-
13-16	4	13	1	5	2	15
9-12	8	26	3	14	7	54
5-8	8	26	5	24	1	8
1-4	6	19	7	33	3	23
0	1	3	2	10	0	-
N	31		21		13	
Mean	9.2		7.4		9.0	
St. Dev.	6.0		5.6		4.8	

Experimental vs control

$t_{50} = 1.11$ $p = .14$ (one tail)

TABLE C-16

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED LOW CONSISTENT WITH PERCEIVED NOT NECESSARY CAREER REQUIREMENTS

No. of Characteristics	Experimental		Control		KCSS	
	f	%	f	%	f	%
13-14	1	3	0	-	0	-
11-12	0	-	1	5	0	-
9-10	4	13	1	5	1	8
7-8	5	16	1	5	2	15
5-6	6	19	4	19	5	38
3-4	5	16	5	24	2	15
1-2	7	23	6	29	1	8
0	3	10	3	14	2	15
N	31		21		13	
Mean	4.8		3.5		4.4	
St. Dev.	3.5		3.1		2.6	

Experimental vs control

$t_{50} = 1.41$ $p = .08$ (one tail)

TABLE C-17

PERSONAL CHARACTERISTICS ON WHICH SELF-REPORTED POSITIVE CHANGE WAS INDICATED WITH HIGH AND LOW FREQUENCY

McGwigan and Kanawha County Schools

Characteristics	Positive Change Indicated						Negative Change Indicated					
	Exp.		Cont.		KCSS		Exp.		Cont.		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%
High Frequency Positive Change												
Basic writing	22	71	13	62	8	62	0	-	0	-	0	-
Reasoning ability	22	71	14	67	11	85	1	3	0	-	0	-
Use of resource and reference material	21	68	11	52	8	62	2	6	1	5	0	-
Interpretation and incorporation of ideas	22	71*	8	38	5	38	1	3	0	-	0	-
Friendliness	20	65	12	57	9	69	1	3	1	5	0	-
Self-discipline	22	71	11	52	8	62	3	10	0	-	3	23
Ability to take direction	24	77	11	52	6	46	0	-	1	5	0	-
Low Frequency Positive Change												
Basic arithmetic	10	32	6	29	4	31	3	10	5	24	2	15
Spatial ability	11	35	6	29	2	15	1	3	1	5	1	8
Health	10	32	5	24	5	38	4	13	2	10	0	-
Artistic ability	5	16	7	33	3	23	4	13	3	15	1	8
Musical ability	8	26	8	38	1	8	5	16	2	10	3	23
Dramatic ability	5	16	3	14	2	15	6	19	5	24	0	-
Mechanical ability	8	25	7	33	5	38	3	10	4	19	0	-
Number of students	31		21		13		31		21		13	
Number of responses, listed characteristics	210		122		77		34		25		10	
Number of responses, other characteristics	244		149		79		25		13		20	
Total number of responses	454		267		156		59		38		30	
Average number of responses	14.7		12.7		12.0		1.9		1.8		2.3	
Percent of possible responses	49.0		42.3		40.0		6.3		6.0		7.7	

High frequency: marked by at least 65% of the experimental group students.
Low frequency: marked by 35% or fewer students in the experimental group.

*Difference between experimental and control groups is statistically significant (p=.05).

TABLE C-18

DISTRIBUTION OF CAREER PLANNING ATTITUDE RATINGS

McGwigan and Kanawha County School System

	McGwigan				KCSS	
	Exper.		Control			
Rating	f	%	f	%	f	%
(High)1	4	13	1	5	4	31
2	14	45	3	15	2	15
3	5	16	4	20	5	38
4	4	13	8	40	0	-
5	1	3	0	-	0	-
6	3	10	3	15	1	8
7	0	-	1	5	1	8
N	31		20		13	

Chi square, experimental vs control

$\chi^2 = 5.97$; dof = 1; $.02 > p > .01$

Interval groupings: 1-3, 4-7

TABLE C-19

DISTRIBUTION OF ORAL COMMUNICATION SKILLS RATINGS

McGwigan and Kanawha County School System

	McGwigan				KCSS	
	Exper.		Control			
Rating	f	%	f	%	f	%
(High)1	4	13	1	5	2	15
2	15	48	3	15	3	23
3	10	32	8	40	6	46
(Low)4	2	6	8	40	2	15
N	31		20		13	

Chi square, experimental vs control

$\chi^2 = 8.37$; dof = 1 $.01 > p > .001$

Interval groupings: 1-2, 3-4

100

TABLE C-20

DISTRIBUTIONS OF CTBS READING COMPREHENSION SCORES

McGwigan and Kanawha County School System

	Pretest						Posttest					
	McGwigan						McGwigan					
	Exper.		Cont.		KCSS		Exper.		Cont.		KCSS	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
45	0	-	0	-	0	-	0	-	1	99	0	-
40-44	10	99	3	97	1	94	11	88	6	92	2	94
35-39	11	71	12	75	6	75	15	63	11	76	4	78
30-34	14	29	16	53	4	38	7	49	11	52	3	53
25-29	9	26	5	31	2	28	11	24	7	33	3	31
20-24	7	14	6	18	2	16	4	16	5	18	0	25
15-19	2	2	3	11	1	3	4	6	2	12	3	9
10-14	1	2	2	2	0	-	2	4	4	7	1	3
5-9	0	-	1	1	0	-	0	-	1	2	0	-
N	54		48		16		54		48		16	
Mean	31.5		30.1		32.0		31.9		30.0		29.4	
Std. Dev.	7.4		8.2		7.0		8.6		9.4		9.3	

Note: All percentile ranks computed using ungrouped data.

Analysis of Covariance

	Adjusted Means	Regression Slopes
Experimental	31.3	0.84
Control	30.6	0.93

Test of means: $F_{1,99} = 0.38$ $p = .54$

Test of slopes $F_{1,98} = 0.40$ $p = .53$

TABLE C-21

DISTRIBUTIONS OF CTBS ARITHMETIC CONCEPTS SCORES

McGuigan and Kanawha County School System

	Pretest						Posttest					
	Exper.		Cont.		KCSS		Exper.		Cont.		KCSS	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
30	1	99	1	99	0	-	0	-	2	98	0	-
27-29	3	96	2	95	1	97	6	98	2	94	0	-
24-26	12	82	7	84	1	94	10	79	9	81	4	84
21-23	7	64	5	71	5	72	8	64	7	68	2	75
18-20	9	49	7	60	2	47	4	50	6	55	3	50
15-17	5	34	8	46	5	28	13	39	7	35	1	41
12-14	11	25	11	23	1	12	9	13	6	24	4	22
9-11	6	6	4	11	0	-	4	2	5	14	2	6
6-8	0	-	3	1	0	-	0	-	4	3	0	-
3-5	0	-	0	-	1	3	0	-	0	-	0	-
N	54		48		16		54		48		16	
Mean	18.9		17.6		18.6		19.2		18.3		18.1	
Std. Dev.	5.8		6.0		5.3		5.4		6.5		5.4	

Note: Percentile ranks computed using ungrouped data

Analysis of Covariance

	Adjusted Means	Regression Slopes
Experimental	18.7	0.77
Control	18.8	0.80

Test of means: $F_{1,99} = 0.01$ $p = .92$

Test of slopes $F_{1,98} = 0.07$ $p = .79$

TABLE C-22

DISTRIBUTIONS OF CTBS ARITHMETIC APPLICATIONS SCORES

McGwigan and Kanawha County School System

	Pretest						Posttest					
	Exper.		Cont.		KCSS		Exper.		Cont.		KCSS	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
20	1	99	2	98	1	97	2	98	0	-	0	-
18-19	7	92	6	91	0	94	11	88	7	91	1	95
16-17	10	74	7	73	1	92	6	71	9	74	4	81
14-15	9	61	5	64	2	81	9	59	3	65	1	67
12-13	4	47	2	55	5	58	5	43	4	57	3	55
10-11	7	35	6	50	3	36	4	36	6	45	3	33
8-9	7	23	7	35	2	19	10	23	9	27	2	22
6-7	5	12	7	18	1	8	4	9	2	19	2	6
4-5	4	4	6	5	1	3	2	3	6	9	0	-
0-2	0	-	0	-	0	-	1	1	2	2	0	-
N	54		48		16		54		48		16	
Mean	12.6		11.7		11.7		12.9		11.7		12.3	
Std. Dev.	4.5		5.0		3.7		4.6		5.0		3.8	

Note: Percentile ranks computed using ungrouped data

Analysis of Covariance

	Adjusted Means		Regression Slopes
Experimental	12.5		0.86
Control	12.1		0.84
Test of means:	$F_{1,99} = 0.58$	$p = .45$	
Test of slopes	$F_{1,98} = 0.05$	$p = .82$	

Parent Data

TABLE C-23

WHAT RELATIONSHIP WERE THE PARENTS RESPONDING TO THEIR SONS OR DAUGHTERS ATTENDING EBCE SCHOOLS?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Mother	45	75	11	73
Father	13	22	4	27
Legal Guardian	2	3	0	0
Stepfather	0	0	0	0
Stepmother	0	0	0	0
Number of responses	= 60		= 15	

NOTE: In 15 instances, two parents jointly completed the questionnaire. Percentages are based on the total number of responses.

TABLE C-24

HOW LONG HAVE PARENTS' SONS OR DAUGHTERS PARTICIPATED IN THE EBCE PROGRAM?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
One school year	47	96	9	82
Less than one school year	1	2	2	18
Two school years	1	2	0	0
	n = 49		n = 11	

TABLE C-25

WHAT PART DID PARENTS PLAY IN THE DECISION THAT THEIR SONS OR DAUGHTERS WOULD ATTEND AN EBCE SCHOOL?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Parent discussed it with son/daughter; then son or daughter made the decision	26	53	4	36
Parent had no part; daughter or son decided on own	12	24	6	55
Parent and son/daughter had equal say in the decision	6	12	0	0
Parent decided after discussing it with daughter or son	4	8	1	9
Other	1	2	0	0
	n = 49		n = 11	

TABLE C-26

WHAT KINDS OF CONTACTS OR MEETINGS HAVE PARENTS HAD WITH THE EBCE PROGRAM STAFF?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

Number of Contacts Made During the School Year

KINDS OF CONTACTS:	More Than Five Times				Three to Five Times				Two Times				One Time				None				No Response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Mail--general information about the EBCE program	19	39	0	0	18	37	6	55	5	10	0	0	4	8	1	9	2	4	4	36	1	2	0	0
Phone conversation with staff member	13	27	2	18	16	33	3	27	8	16	2	18	6	12	1	9	6	12	3	27	0	0	0	0
Spoken reports from staff about the performance of son or daughter	6	12	3	27	10	20	1	9	10	20	2	18	7	14	0	0	15	31	5	45	1	2	0	0
Mail--specific information about son or daughter	5	10	0	0	20	41	7	64	8	16	1	9	4	8	0	0	9	18	3	27	3	6	0	0
Written reports from staff about the performance of son or daughter (e.g., evaluations of work, grades on projects, etc.)	3	6	0	0	31	63	9	82	10	20	1	9	4	8	0	0	1	2	1	9	0	0	0	0
Personal observation of students in activities with employer/community resource person	3	6	0	0	2	4	0	0	5	10	1	9	5	10	0	0	34	69	10	91	0	0	0	0
Meeting at EBCE center with staff member(s)	1	2	0	0	10	20	1	9	13	27	1	9	14	29	1	9	11	22	8	73	0	0	0	0
Personal observation of students in Learning Center	0	0	0	0	1	2	0	0	5	10	0	0	10	[illegible]	0	0	33	67	11	100	0	0	0	0
Meeting with EBCE staff members and other parents of EBCE students	0	0	0	0	1	2	0	0	1	2	1	9	21	43	0	0	26	53	10	91	0	0	0	0
Other	3	6	0	0	0	0	0	0	3	6	0	0	1	2	0	0	2	4	0	0	40	82	11	100

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-27

HOW OFTEN DO STUDENTS TALK WITH THEIR PARENTS ABOUT WHAT IS GOING ON IN THE EBCE PROGRAM?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

Frequency of Parent/Student Discussions

	About Every day				Once or twice a week				Once or twice a month				Once or twice a semester				Almost never				No Response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
Topics of Discussion:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Experiences with an employer or community resource person	37	76	5	45	5	10	4	36	6	12	1	9	1	2	1	9	0	0	0	0	0	0	0	0
Specific job skills being learned through EBCE	22	45	0	0	13	27	4	36	8	16	3	27	3	6	1	9	3	6	3	27	0	0	0	0
Experiences at the Learning Center	21	43	5	45	19	40	3	27	5	10	1	9	2	4	1	9	2	4	1	9	0	0	0	0
Other students in the EBCE program	17	35	2	18	10	20	1	9	9	18	3	27	4	8	0	0	9	18	5	45	0	0	0	0
EBCE program staff	11	22	2	18	21	43	1	9	11	22	2	18	2	4	1	9	4	8	5	45	0	0	0	0
Careers or career planning	7	14	0	0	21	43	6	55	8	16	4	36	9	18	0	0	4	8	1	9	0	0	0	0
Special projects she/he is working on in EBCE	5	10	0	0	16	33	1	9	11	22	3	27	9	18	0	0	8	16	7	64	0	0	0	0
Reading activities in EBCE	4	8	0	0	7	14	4	36	12	24	1	9	6	12	0	0	20	41	6	55	0	0	0	0
Writing she/he is doing in EBCE	4	8	0	0	14	29	3	27	15	31	4	36	4	8	0	0	12	24	4	36	0	0	0	0
Discussions she/he had with EBCE staff or resource persons	3	6	0	0	17	35	4	36	15	31	2	18	8	16	1	9	6	12	4	36	0	0	0	0
Personal problems encountered while in EBCE	3	6	0	0	4	8	2	18	5	10	1	9	5	10	1	9	31	63	7	64	1	2	0	0
Math activities in EBCE	2	4	0	0	7	14	3	27	8	16	0	0	5	10	1	9	27	55	7	64	0	0	0	0
Discussions she/he had with EBCE students	2	4	0	0	14	29	3	27	10	20	1	9	4	8	0	0	19	39	7	64	0	0	0	0

TABLE C-27 (continued)

	Frequency of Parent/Student Discussions																							
	About Every day				Once or twice a week				Once or twice a month				Once or twice a semester				Almost never				No Response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
Topics of Discussion:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Academic problems encountered while in EBCE	1	2	0	0	7	14	2	18	9	18	1	9	6	12	1	9	26	53	7	64	0	0	0	0
Problems she or he has solved	1	2	0	0	6	12	2	18	5	10	0	0	3	6	1	9	33	67	7	64	1	2	1	9
Other	0	0	0	0	2	4	0	0	2	4	0	0	1	2	0	0	0	0	0	0	44	90	11	100

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-28

HAVE PARENTS RECEIVED ENOUGH INFORMATION ABOUT THEIR SONS' OR DAUGHTERS' PARTICIPATION IN EBCE?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

Was it enough?

TYPE OF INFORMATION:	Definitely Yes				Yes				Not Sure				No				Definitely Not				No Response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Information about what to expect when your son or daughter first began in EBCE	23	47	4	36	15	31	5	45	4	8	1	9	3	6	1	9	2	4	0	0	2	4	0	0
Information about the progress of son or daughter in basic skills (reading, math, writing)	21	43	2	18	21	43	8	72	2	4	0	0	4	8	0	0	1	2	1	9	0	0	0	0
Information about the EBCE program in general	21	43	2	18	18	37	4	36	1	2	3	27	8	16	1	9	1	2	1	9	0	0	0	0
Information about the progress of son or daughter in interpersonal and social development	19	39	2	20	16	33	6	54	4	8	1	9	8	16	1	9	2	4	1	9	0	0	0	0
Information about the progress of son or daughter in career development skills and knowledge	16	33	2	18	20	41	6	54	4	8	0	0	7	14	2	18	2	4	1	9	0	0	0	0

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-29

WHAT DO PARENTS THINK THEIR SONS AND DAUGHTERS WILL BE DOING A YEAR AFTER HIGH SCHOOL?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Working	25	38	4	36
Attending some kind of college	18	28	7	64
Married	7	11	0	0
Attending some kind of trade school	6	9	0	0
Military service	3	5	0	0
Attending some kind of business school	1	2	0	0
Other	5	8	0	0

Number of responses = 65 = 11
Number responding = 48 = 11

NOTE: One McGwigan parent did not respond, and several responded in more than one category. Percentages are based on total number of responses.

TABLE C-30

WHAT POSITIVE CHANGES HAVE PARENTS NOTICED IN THEIR SONS AND DAUGHTERS THAT MIGHT BE A RESULT OF PARTICIPATION IN THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
More mature, grown up	14	16	3	23
Has more confidence, self-assurance; more self-reliant, independent	12	14	2	15
Gets along better with other people; learned to make adult contacts; more outgoing; more tolerant, understanding	10	11	1	8
Has greater responsibility; more reliable, dependable; worked harder than before	9	10	1	8
Greater interest in school; likes school better; more involved in school; positive attitude toward learning	8	9	2	15
Has decided on a career; made up his/her mind about the future; has a more definite goal	7	8	0	0
Learned about jobs, careers; learned what unskilled jobs were like; has a broader view of the world and jobs	6	7	2	15
Happier, more satisfied, more relaxed, a new person, more patient	6	7	0	0
None; no positive changes	5	6	2	15
Better academic performance, has learned more than before; has come up to higher academic potential; has improved academic skills; better study habits	4	5	0	0
Communicates better	4	5	0	0
Other positive change	3	3	0	0
Number of responses	= 88		= 13	
Number responding	= 49		= 11	

NOTE: All parents responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-31

WHAT NEGATIVE CHANGES HAVE PARENTS NOTICED IN THEIR SONS AND DAUGHTERS THAT MIGHT BE A RESULT OF PARTICIPATION IN THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
None; no negative change	41	84	11	100
Less self-discipline; more irresponsible	4	8	0	0
Got false impression of abilities, unrealistic view of achievement	1	2	0	0
Poorer performance; worsened study habits; slipped academically	1	2	0	0
Lost interest in school	1	2	0	0

Number of responses = 49 = 11
Number responding = 49 = 11

TABLE C-32

IN THE EYES OF PARENTS, HOW IMPORTANT ARE VARIOUS KINDS OF LEARNING?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	Scale of Importance																							
	5 Highly important				4				3				2				1 Not important				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Be punctual and organize time	48	98	10	91	1	2	1	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assume responsibility for self	47	96	10	91	2	4	1	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Have a positive attitude toward self	46	94	9	82	3	6	2	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Have a positive attitude toward work	44	90	9	82	5	10	2	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Have a positive attitude toward learning	44	90	9	82	3	6	2	18	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Make decisions and follow through	43	88	9	82	5	10	2	18	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Work with others	43	88	11	100	5	10	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Develop reading ability	43	88	9	82	3	6	2	18	2	4	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Think through and solve problems	42	86	10	91	6	12	1	9	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0
Develop speaking and listening skills	42	86	9	82	5	10	2	18	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Be tolerant of different ideas and backgrounds of people	42	86	10	91	5	10	0	0	1	2	1	9	0	0	0	0	0	0	0	0	1	2	0	0
Make plans for after high school is completed	41	84	10	91	6	12	1	9	0	0	0	0	2	4	0	0	0	0	0	0	0	0	0	0
Perform basic academic skills	40	82	10	91	7	14	1	9	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0

TABLE C-32 (continued)

KINDS OF LEARNING:	Scale of Importance 5 Highly important				4				3				2				1 Not important				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Communicate with others in a mature way	40	82	7	64	7	14	4	36	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Be aware of more career opportunities	39	80	10	91	8	16	1	9	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Perform specific occupational skills	38	78	6	55	7	14	2	18	4	8	2	18	0	0	1	9	0	0	0	0	0	0	0	0
Develop writing ability	38	78	8	73	9	18	2	18	2	4	1	9	0	0	0	0	0	0	0	0	0	0	0	0
Prepare for job seeking	36	73	9	82	7	14	1	9	4	8	0	0	0	0	1	9	1	2	0	0	1	2	0	0
Prepare for further education	36	73	7	64	10	20	2	18	2	4	1	9	0	0	0	0	1	2	1	9	0	0	0	0
Improve interpersonal and social skill	33	67	10	91	13	26	0	0	3	6	1	9	0	0	0	0	0	0	0	0	0	0	0	0
Evaluate own work	33	67	10	91	14	28	1	9	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Develop math skills	28	57	8	73	10	20	2	18	10	20	1	9	1	2	0	0	0	0	0	0	0	0	0	0
Other	4	8	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44	90	11	100

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-33

HOW EFFECTIVE DO PARENTS FEEL THAT THE EBCE PROGRAM HAS BEEN IN ENABLING THEIR SONS AND DAUGHTERS TO LEARN IN VARIOUS AREAS?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	Scale of Effectiveness																							
	5 Highly effective				4				3				2				1 Not effective				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Be aware of more career opportunities	32	65	4	36	14	29	4	36	3	6	1	9	0	0	2	18	0	0	0	0	0	0	0	0
Work with others	31	63	5	45	12	24	4	36	5	10	1	9	1	2	1	9	0	0	0	0	0	0	0	0
Perform specific occupational skills	30	61	4	36	9	18	1	9	6	12	3	27	1	2	1	9	2	4	2	18	1	2	0	0
Communicate with others in a mature way	29	60	3	27	12	24	3	27	6	12	3	27	1	2	1	9	1	2	1	9	0	0	0	0
Be tolerant of different ideas and backgrounds of people	28	57	2	18	15	31	5	45	5	10	1	9	0	0	1	9	1	2	1	9	0	0	1	9
Improve interpersonal and social skills	26	53	3	27	13	27	5	45	8	16	1	9	1	2	1	9	1	2	1	9	0	0	0	0
Think through and solve problems	26	53	1	9	12	24	5	45	7	14	2	18	1	2	3	27	2	4	0	0	1	2	0	0
Have a positive attitude toward self	26	53	3	27	12	24	6	55	8	16	2	18	0	0	0	0	3	6	0	0	0	0	0	0
Prepare for further education	25	51	3	27	13	27	2	18	6	12	2	18	2	4	1	9	3	6	3	27	0	0	0	0
Prepare for job seeking	24	49	4	36	15	31	2	18	7	14	3	27	0	0	1	9	1	2	1	9	2	4	0	0
Assume responsibility for self	24	49	3	27	12	24	3	27	10	20	4	36	1	2	0	0	2	4	1	9	0	0	0	0
Make plans for after high school is completed	24	49	3	27	15	31	6	55	6	12	0	0	2	4	1	9	1	2	1	9	1	2	0	0

TABLE C-33 (continued)

	Scale of Effectiveness																							
	5 Highly effective				4				3				2				1 Not effective				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Develop writing ability	24	[illegible]	2	18	13	27	2	18	6	12	4	36	1	2	1	9	5	10	2	18	0	0	0	0
Have a positive attitude toward learning	24	49	3	27	11	22	3	27	10	20	3	27	0	0	0	0	3	6	2	18	1	2	0	0
Evaluate own work	23	47	1	9	12	24	5	45	12	24	3	27	0	0	2	18	2	4	0	0	0	0	0	0
Develop speaking and listening skills	23	47	1	9	18	37	3	27	2	4	6	55	1	2	0	0	4	8	1	9	1	2	0	0
Have a positive attitude toward work	22	45	2	18	17	35	3	27	9	18	4	36	1	2	1	9	0	0	1	9	0	0	0	0
Make decisions and follow through	21	43	3	27	12	24	2	18	15	31	5	45	0	0	1	9	1	2	0	0	0	0	0	0
Perform basic academic skills	21	43	1	9	8	16	4	36	13	27	1	9	0	0	2	18	6	12	3	18	1	2	0	0
Develop reading ability	20	41	1	9	16	33	3	27	8	16	6	55	1	2	0	0	4	8	1	9	0	0	0	0
Be punctual and organize time	19	39	2	18	10	20	3	27	9	18	3	27	5	10	1	9	6	12	2	18	0	0	0	0
Develop math skills	13	27	0	0	7	14	1	9	11	22	3	27	0	0	3	27	15	31	4	36	3	6	0	0
Other	0	0	1	9	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47	96	10	91

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-34

IN VARIOUS AREAS OF LEARNING, HOW MUCH IMPROVEMENT HAVE PARENTS SEEN IN THEIR SONS AND DAUGHTERS DURING THE SCHOOL YEAR?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	Scale of Improvement															
	Much Improvement				Some Improvement				No Improvement				No Response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Work with others	34	69	5	45	13	27	5	45	2	4	1	9	0	0	0	0
Communicate with others in a mature way	32	65	4	36	14	29	5	45	3	6	2	18	0	0	0	0
Have a positive attitude toward self	31	65	2	18	12	24	9	81	6	12	0	0	0	0	0	0
Be aware of more career opportunities	30	61	5	45	18	37	6	55	1	2	0	0	0	0	0	0
Perform specific occupational skills	30	61	4	36	14	29	4	36	4	8	3	27	1	2	0	0
Be tolerant of different ideas and backgrounds of people	30	61	2	18	14	29	7	64	3	6	2	18	2	4	0	0
Prepare for job seeking	26	53	4	45	18	37	5	45	3	6	2	18	2	4	0	0
Improve interpersonal and social skills	26	53	2	18	20	41	8	73	3	6	1	9	0	0	0	0
Assume responsibility for self	26	53	3	27	17	35	6	55	6	12	2	18	0	0	0	0
Make plans for after high school is completed	26	53	6	55	19	39	4	36	3	6	1	9	1	2	0	0
Evaluate own work	26	53	3	27	17	35	7	64	6	12	1	9	0	0	0	0
Develop speaking and listening skills	26	53	4	36	17	35	6	55	6	12	1	9	0	0	0	0
Have a positive attitude toward work	26	53	2	18	18	37	6	55	4	8	3	27	1	2	0	0
Have a positive attitude toward learning	26	53	4	36	14	29	5	45	8	16	2	18	1	2	0	0
Think through and solve problems	23	47	3	27	24	49	6	55	2	4	2	18	0	0	0	0
Prepare for further education	23	47	3	27	19	39	4	36	7	14	4	36	0	0	0	0
Be punctual and organize time	21	43	2	18	15	31	6	55	13	27	3	27	0	0	0	0
Develop writing ability	20	41	3	27	22	45	6	55	7	14	2	18	0	0	0	0
Develop reading ability	20	41	4	36	21	43	6	55	7	14	1	9	1	2	0	0
Make decisions and follow through	19	39	3	27	24	49	7	64	6	12	1	9	0	0	0	0
Perform basic academic skills	17	35	1	9	21	43	6	55	10	20	4	36	1	2	0	0
Develop math skills	11	22	1	9	20	41	4	36	16	33	6	55	2	4	0	0
Other	3	6	0	0	0	0	0	0	0	0	0	0	46	94	11	100

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-35

ACCORDING TO PARENTS, WHAT PROBLEMS HAVE THEIR SONS OR DAUGHTERS ENCOUNTERED AT THE EBCE SCHOOLS?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
None; no problems	19	36	2	14
Transportation	10	19	1	7
Academic trouble; got behind; needed more tutorial work; not enough academic help; slipping academically	6	11	0	0
Problems associated with the job site; poor arrangements at the job site; clash with the RP at the job site; poor job site placement	5	9	4	29
Not enough structure; too much on his/her own; unable to discipline herself/himself; too much wasted time; unable to organize own time; procrastination; immaturity	4	8	2	14
Personality clash or conflict; communication problem with staff	4	8	0	0
Student's attendance, commitment; poor understanding of school's expectations and own responsibilities	2	4	1	7
Staff deficiencies (e.g., LC unable to help; poor counselor; principal not responsive; inconsistency; poorly trained teachers)	1	2	0	0
Too little challenge; not enough to do; bored; too easy; wanted more responsibility	1	2	1	7
Too much work; too much pressure; not enough time	0	0	1	7
Administrative deficiencies (e.g., poor scheduling of classes; failure to follow schedule; bureaucratic interference)	0	0	1	7
Other	1	2	1	7
Number of responses	= 53		= 14	
Number responding	= 49		= 11	

NOTE: All parents responded to this question; some gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

ACCORDING TO PARENTS, WERE THE PROBLEMS ENCOUNTERED SOLVED?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Problems were solved	16	53	4	44
Problems were not solved	14	47	5	56
	n = 30		= 9	

NOTE: Those parents who indicated that no problems had been encountered did not respond to this question.

TABLE C-36

IF THEY HAD IT TO DO OVER, WOULD PARENTS WANT THEIR SONS AND DAUGHTERS TO PARTICIPATE IN THE EBCE PROGRAM?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Definitely yes	39	80	4	36
Yes	5	10	2	18
Not sure	3	6	2	18
No	2	4	2	18
Definitely not	0	0	1	9
	n=49		n=11	

TABLE C-37

WHAT SCHOOLS DID THE STUDENTS ATTEND PRIOR TO THE EBCE PROGRAM SCHOOLS?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Stonewall Jackson (Charleston)	14	29	0	0
George Washington (Charleston)	13	27	0	0
South Charleston High (Charleston)	7	14	0	0
St. Albans High (St. Albans)	4	8	0	0
Dunbar (Dunbar)	3	6	0	0
Dupont (Charleston)	2	4	0	0
Sissonville H. S. (Sissonville)	2	4	0	0
Charleston Catholic (Charleston)	1	2	1	9
East Bantz	1	2	0	0
Hoover	1	2	0	0
Nitro (Nitro)	1	2	0	0
Charleston H. S. (Charleston)	0	0	10	91
	n=49		n=11	

TABLE C-38

IN COMPARISON WITH PAST EXPERIENCES IN OTHER SCHOOLS, HOW MUCH OPPORTUNITY DID THE EBCE PROGRAM SCHOOLS PROVIDE STUDENTS FOR LEARNING IN VARIOUS AREAS?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

Comparison of EBCE learning opportunities with learning opportunities at other schools

LEARNING ABOUT:	Much more				Somewhat more				About the same				Somewhat less				Much less				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Occupations	44	90	5	45	5	10	5	45	0	0	1	9	0	0	0	0	0	0	0	0	0	0	0	0
Specific job skills	43	88	5	45	4	8	5	45	1	2	1	9	0	0	0	0	0	0	0	0	1	2	0	0
Knowledge of own interests, abilities and values	35	71	3	27	11	22	6	55	3	6	2	18	0	0	0	0	0	0	0	0	0	0	0	0
Responsibility	30	61	3	27	15	31	6	55	4	8	2	18	0	0	0	0	0	0	0	0	0	0	0	0
Interpersonal skills	28	57	2	18	11	22	4	36	8	16	5	45	1	2	0	0	0	0	0	0	1	2	0	0
Tolerance of variety of viewpoints	26	53	4	36	14	29	4	36	7	14	3	27	0	0	0	0	0	0	0	0	2	4	0	0
Cooperation	24	49	4	36	17	35	3	27	8	16	4	36	0	0	0	0	0	0	0	0	0	0	0	0
Oral communication	23	47	4	36	18	37	1	9	7	14	6	55	0	0	0	0	1	2	0	0	0	0	0	0
Problem solving	21	43	3	27	16	33	2	18	10	20	5	45	2	4	1	9	0	0	0	0	0	0	0	0
Writing	15	31	3	27	13	27	2	18	18	37	3	27	3	6	3	27	0	0	0	0	0	0	0	0
Reading	9	18	2	18	9	18	1	9	27	55	5	45	4	8	2	18	0	0	1	9	0	0	0	0

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-39

HOW WELL DO PARENTS FEEL THAT THE EBCE PROGRAM COMPARES OVERALL WITH THE PAST SCHOOL EXPERIENCES OF THEIR SONS OR DAUGHTERS?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Much better	33	67	3	27
Somewhat better	11	22	5	45
About the same	4	8	3	27
Somewhat worse	0	0	0	0
Much worse	0	0	0	0
No response	1	2	0	0
	n = 49		= 11	

TABLE C-40

HOW DO PARENTS THINK THEIR SONS OR DAUGHTERS MOTIVATION TO LEARN IN THE EBCE PROGRAM COMPARES WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Much better	29	59	2	18
Somewhat better	12	24	7	64
About the same	7	14	2	18
Somewhat worse	1	2	0	0
Much worse	0	0	0	0
	n = 49		= 11	

TABLE C-41

HOW WELL DO PARENTS THINK THEIR SONS OR DAUGHTERS LIKE THE EBCE PROGRAM COMPARED WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Much better	42	86	5	45
Somewhat better	5	10	5	45
About the same	2	4	0	0
Somewhat worse	0	0	1	9
Much worse	0	0	0	0
	n = 49		= 11	

TABLE C-42

ACCORDING TO PARENTS, WHAT TYPES OF KNOWLEDGE, SKILLS, OR ATTITUDES HAVE THEIR SONS AND DAUGHTERS ACQUIRED IN THE EBCE PROGRAM THAT THEY WOULD NOT HAVE GOTTEN FROM A REGULAR HIGH SCHOOL?

Frequency and Percent of Parents Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
More responsibility; learned to be on his/her own; worked on his/her own; more self-motivated, independent; more confident	19	22	2	15
General job experience; knowledge of jobs; contact with the working world; varied job experiences	14	16	2	15
Ability to deal with people, make contacts with older people, meet people, communicate with the general public	13	15	3	23
Specific job experiences (e.g., Nursing, teaching, etc.)	13	15	2	15
More positive attitude toward work; toward life	7	8	0	0
More positive attitude toward school; more interest in learning; appreciation of value of education, its relation to work	5	6	0	0
Narrowing of career goals; better able to choose a career; helped her/him decide what to do; knowledge of own strengths, weaknesses, interests	4	5	2	15
Academic skills; better writing ability; outside reading; better school performance	4	5	0	0
Job seeking skills	1	1	1	8
Other	5	6	0	0
Don't know	1	1	1	8

Number of responses = 86 = 13
Number responding = 49 = 11

NOTE: All parents responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-43

HOW DO PARENTS RATE VARIOUS ASPECTS OF THE EBCE PROGRAM?

Frequency and Percent of Parents' Responses

McGwigan School and KCSS

	Rating Scale																											
	5 Excellent				4				3				2				1 Poor				Don't know enough to rate				No response			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
ASPECTS OF THE PROGRAM:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
General quality of the business and community resource people participating in the EBCE program	31	63	4	36	13	27	3	27	1	2	2	18	0	0	0	0	0	0	0	0	3	6	2	18	1	2	0	0
Variety of business and community resources available in the EBCE program	29	59	6	55	12	24	0	0	2	4	2	18	3	6	1	9	1	2	1	9	0	0	1	9	2	4	0	0
Quality of EBCE staff evaluation of student learning/development	28	57	8	73	10	20	1	9	3	6	1	9	0	0	1	9	0	0	0	0	6	12	0	0	2	4	0	0
Personal counseling	27	55	4	36	6	12	2	18	1	2	1	9	1	2	2	18	1	2	1	9	11	22	0	0	2	4	1	9
Career counseling	27	55	2	18	11	22	3	27	1	2	1	9	1	2	1	9	0	0	1	9	6	12	2	18	3	6	1	9
Approaches to learning being used at the experience sites (with the resource people)	25	51	3	27	11	22	1	9	6	12	4	36	1	2	0	0	0	0	1	9	5	10	2	18	1	2	0	0
General quality of EBCE program staff	24	49	3	27	16	33	2	18	2	4	1	9	0	0	0	0	1	2	0	0	5	10	5	45	1	2	0	0
Quality of EBCE staff supervision and direction of student learning	24	49	6	55	16	33	2	18	2	4	0	0	0	0	3	27	2	4	0	0	3	6	0	0	2	4	0	0
Academic counseling	19	39	2	18	17	35	2	18	3	6	0	0	0	0	1	9	2	4	3	27	7	14	2	18	1	2	1	9
Approaches to learning being used at the Learning Center	14	29	2	18	10	20	1	9	6	12	3	27	1	2	0	0	1	2	2	18	16	33	3	27	1	2	0	0
Involvement of parents in EBCE policy making	7	14	1	9	5	10	0	0	2	4	0	0	2	4	2	18	9	18	3	27	22	45	4	36	2	4	1	9

McGwigan parents: n = 49
KCSS parents: n = 11

TABLE C-44

WHAT DO PARENTS THINK ARE THE GREATEST STRENGTHS OF THE EBCE SCHOOLS?

Distribution of Coded Free Responses

	McGwigan		KCSS	
	f	%	f	%
Direct experience in the community, on the job; realistic learning experience; exploration of careers, jobs; contact with the real world; contact with adults outside school	32	44	8	50
Gives students responsibility; encourages independence, self-reliance; helps them mature	8	11	1	6
Staff; people—LC's, RP's, tutors, etc.; relations between staff and students; cooperative atmosphere	6	8	1	6
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	5	7	1	6
Learns job skills	5	7	2	13
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	3	4	1	6
Improves learning; academic accomplishment	3	4	0	0
Small size; not overcrowded; students get individual attention	4	6	0	0
Varied activities; wider opportunities; broad range of experiences	2	3	1	6
Other	3	4	0	0
Undecided; no opinion	1	1	1	6
Number of responses	= 72		= 16	
Number responding	= 49		= 11	

NOTE: All parents responded to this question. Several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE C-45

WHAT DO THE PARENTS THINK ARE THE GREATEST WEAKNESSES OF THE EBCE SCHOOLS?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
None; no weaknesses	8	13	1	6
Not enough supervision; supervision is too lax	8	13	3	17
Poor transportation	7	12	1	6
Not enough attention to basic skills; poor academic counseling; poor college preparation	6	10	2	11
Limited resources; staff too small; job sites too few; program unable to accomodate everyone	5	8	5	28
Students miss out on regular school activities; no PE	5	8	1	6
Students have too much idle time	4	7	0	0
Poor parental understanding; not enough parental involvement	3	5	1	6
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	2	3	1	6
Selection of students should be more rigorous	2	3	0	0
Students are too highly selected; not enough average students in the program	1	2	0	0
Students are not challenged	1	2	1	6
Don't know	6	10	0	0
Other	2	5	2	11

Number of responses = 60 = 18
Number responding = 48 = 11

NOTE: One McGwigan parent did not respond to this question. Several parents gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-46

WHAT IMPROVEMENTS DO PARENTS THINK COULD BE MADE IN THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
More job sites; more experiences on different job sites	9	14	3	19
None	8	13	2	13
More stress on college preparation; more time spent on academic learning; more attention to basic skills	8	13	0	0
Move the program into the regular schools; more contact with the regular schools	7	11	1	6
More involvement of parents	5	8	1	6
Transportation	4	6	2	13
Closer supervision of students; more rigorous standards	3	5	3	19
Give students more responsibility for the program	2	3	0	0
Less staff apathy and indifference	1	2	1	6
Better coordination between EBCE staff and job site	1	2	1	6
Other	9	14	2	13
Don't know	6	10	0	0
Number of responses	= 63		= 16	
Number responding	= 49		= 11	

NOTE: All parents responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

Former Student Data

TABLE C-47

DESCRIPTIVE INFORMATION ON THE FORMER STUDENTS

Frequency and Percent of Types of Former Students in Sample Interviewed as Reported by the Former Students

McGwigan School

	All Students f	All Students %
Graduate of EBCE program:		
after less than 1 year in EBCE	30	25
after 1 year in EBCE	46	39
time in program not reported	34	29
Student left EBCE before graduating:		
voluntary departure	7	6
asked to leave	0	0
Other	1	1

n = 118

	Graduates f	Graduates %	Nongraduates f	Nongraduates %
Single	98	88	6	86
Married	11	10	1	14
Divorced	2	2	0	0
	n = 111		= 7	
Currently residing with parents	75	68	5	71
Currently residing with other relatives	8	7	1	14
Currently residing with friend(s)	12	11	0	0
Currently living alone	6	5	0	0
Other	10	9	1	14
	n = 111		= 7	
Currently working:				
full-time	52	36	0	0
part-time	23	16	0	0
Currently a student:				
full-time	38	26	3	43
part-time (less than 12 semester hours)	6	4	1	14
Currently unemployed:				
looking for work	16	11	2	29
not looking for work	3	2	0	0
housewife	7	5	1	14
Number of responses	= 145		= 7	
Number responding	= 110		= 7	

NOTE: This is the distribution of responses about main present activity. All but one graduate responded, some giving multiple responses. Percentages are based on the total number of responses given about present activities.

TABLE C-48

WORK EXPERIENCE OF FORMER STUDENTS SINCE LEAVING THE EBCE PROGRAM

Frequency and Percent Reporting Work Experience

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
Currently employed:				
Full-time	52	47	0	0
Part-time	23	21	0	0
Not currently employed:				
Work experience since EBCE	27	24	3	43
No work experience since EBCE	9	8	4	57
	n = 111		= 7	

TABLE C-49a

WERE THERE ANY JOBS THAT FORMER STUDENTS TRIED FOR BUT DIDN'T GET?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
No, there was no job tried for that the former student did not get	41	37	5	71
Yes, there were such jobs	30	27	1	14
No response	40	36	1	14
	n = 111		= 7	

NOTE: All former students were to be asked this question

TABLE C-49b

WHAT DID FORMER STUDENTS FEEL WERE THE REASONS WHY THEY DID NOT GET JOBS THEY TRIED FOR?

Distribution of Coded Free Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
No well enough qualified; not enough experience	8	27	0	0
No jobs available	6	20	1	100
Just wanted summer work; no temporary jobs available	3	10	0	0
Applied too late; didn't get there in time	2	7	0	0
Other	8	27	0	0
Don't know	3	10	0	0
	n = 30		= 1	

NOTE: Only students who indicated that there were jobs that had been tried for and were not gotten responded to this question.

TABLE C-50a

HOW MUCH DIFFICULTY HAVE FORMER STUDENTS HAD IN GETTING WORK SINCE LEAVING THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
No difficulty	70	63	3	43
Some difficulty	24	22	2	29
Much difficulty	15	14	1	14
No response	2	2	1	14
	n = 111		= 7	

NOTE: This question was asked of all former students.

TABLE C-50b

WHAT KINDS OF DIFFICULTIES WERE EXPERIENCED BY FORMER STUDENTS IN OBTAINING WORK?

Distribution of Coded Free Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
Jobs are scarce; no jobs available; job market is tight	16	46	0	0
Lack of experience	6	17	1	33
Plan to go to college; only want temporary job	4	11	0	0
Don't qualify; don't have college degree	3	9	0	0
Can't work full-time	3	9	2	67
Number of responses	= 35		= 3	
Number responding	= 31		= 3	

NOTE: This question was asked of all students who had experienced "some" or "much" difficulty. Eight graduates did not respond, and four indicated more than one reason for their difficulty. Percentages are based on total number of coded responses.

TABLE C-51

DESCRIPTIVE INFORMATION ABOUT WORK EXPERIENCE SINCE EBCE

Frequency and Percent of Graduates and Nongraduates with
Work Experience Since Leaving the EBCE Program

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Number of Jobs: Proportion Having More than One Job Since EBCE				
One job since EBCE	62	61	3	100
Two jobs since EBCE	25	25	0	0
Three jobs since EBCE	8	8	0	0
More than three jobs	7	7	0	0
	n = 102		= 3	

NOTE: Some graduates and nongraduates, who were not currently employed, had had work experience. Their responses are included in this table in terms of their most recent job.

	Graduates		Nongraduates	
	f	%	f	%
Type of Current or Most Recent Job: Distribution of Responses As Coded into 12 General Occupational Fields (Project TALENT)				
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	40	39	2	67
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	32	31	0	0
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	10	10	0	0
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	7	7	0	0
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	5	5	0	0
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	2	2	0	0
General Teaching and Social Service (Counselor, Teacher, Social Worker)	2	2	0	0
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	1	0	0

TABLE C-51 (continued)

Type of Current or Most Recent Job: Distribution of Responses As Coded into 12 General Occupational Fields (Project TALENT)	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Business Administration (Accountant, Advertising Worker, CPA, Buyer Investment Consultant, Military Officer)	1	1	0	0
Humanities, Law, Social and Behavioral Sciences, (Diplomat, Journalist, Librarian, Social Scientist)	1	1	0	0
Uncodable or no response	1	1	1	33
	n = 102		= 3	

Length of Time in Current or Most Recent Job

Months Employed in Job	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Less than one	7	7	0	0
One to three	31	30	1	33
Four to six	18	18	1	33
Seven to nine	13	13	0	0
Ten to twelve	14	14	0	0
Thirteen to fifteen	6	6	0	0
Sixteen to eighteen	2	2	0	0
Nineteen to twenty-four	6	6	0	0
More than twenty four	4	4	0	0
No response	1	1	1	33
	n = 102		= 3	

Hours per Week Worked in Current or Most Recent Job	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Thirty-one to forty hours	52	51	1	33
More than forty hours	29	28	0	0
Twenty-one to thirty hours	11	11	1	33
Eleven to twenty hours	8	8	0	0
Five to ten hours	2	2	0	0
No response	0	0	1	33
	n = 102		= 3	

TABLE C-52

WHAT ARE THE FORMER STUDENTS MAIN REASONS FOR WORKING?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Money; to support myself; to live	78	48	1	33
Money to go to school or college	27	17	1	33
I like the job; like what I'm doing; satisfaction; self-fulfillment	20	12	0	0
Experience; training; help with career; to improve myself	17	10	0	0
To pass the time; it's dumb to sit around	16	10	1	33
To get a break from school	3	2	0	0
Other	2	1	0	0
Number of responses	= 163		= 3	
Number responding	= 101		= 3	

NOTE: All former students who had ever worked were asked this question. One graduate did not respond. Many gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

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TABLE C-53

IN LOOKING BACK OVER THEIR CAREERS THUS FAR, HOW SATISFIED ARE THE FORMER EBCE STUDENTS IN COMPARISON WITH THEIR AGE PEERS?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
About as satisfied as age peers	35	34	0	0
Much more satisfied	34	33	0	0
Somewhat more satisfied	25	25	0	0
Somewhat less satisfied	3	3	0	0
Much less satisfied	2	2	0	0
No response	3	2	3	100
	n = 102		= 3	

NOTE: This question was asked of all former students who had ever worked.

TABLE C-54

WHEN COMPARING HOW THE REST OF THEIR CAREERS ARE LIKELY TO TURN OUT WITH HOW THE CAREERS OF THEIR AGE PEERS ARE LIKELY TO TURN OUT, HOW SATISFIED ARE THE FORMER EBCE STUDENTS?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Much more satisfied than age peers	37	36	0	0
About as satisfied	31	30	0	0
Somewhat more satisfied	25	25	0	0
Somewhat less satisfied	5	5	0	0
Much less satisfied	1	1	0	0
No response	3	3	3	100
	n = 102		= 3	

NOTE: This question was asked of all former students who had ever worked.

TABLE C-55

WOULD FORMER STUDENTS LIKE TO WORK AT THEIR PRESENT (OR MOST RECENT) JOB FIVE YEARS HENCE?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
Definitely not	53	52	0	0
Definitely	14	14	0	0
Uncertain	13	13	0	0
Probably not	7	7	0	0
Probably	4	4	0	0
No response	11	11	3	100
	n = 102		n = 3	

NOTE: This question was asked of all former students who had ever worked.

TABLE C-56

WOULD FORMER STUDENTS RATHER HAVE SOME OTHER KIND OF JOB THAN THE ONE CURRENTLY OR MOST RECENTLY HELD?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
Yes (another job)	71	70	0	0
No (same job)	15	15	0	0
Uncertain	5	5	0	0
No response	11	11	3	100
	n = 102		= 3	

NOTE: This question was asked of all students who had ever worked.

TABLE C-57

CAREER ASPIRATIONS OF FORMER EBCE STUDENTS - JOBS THEY WOULD LIKE TO GET IN THE NEXT FIVE YEARS

Distribution of Responses about Jobs of Interest as Coded into 12 General Occupational Fields (Project TALENT)

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	16	16	1	33
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	14	14	0	0
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	13	13	1	33
Proprietors, Sales (Farming, Contractor, Salesman)	8	8	0	0
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	8	8	0	0
Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	8	8	0	0
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	7	7	0	0
Humanities, Law, Social and Behavioral Sciences (Journalist, Lawyer, Librarian, Psychologist)	6	6	0	0
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	5	5	0	0
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	4	4	0	0
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	2	2	0	0
Don't know	6	6	1	33
No response and uncodable	5	5	0	0
	n = 102		= 3	

NOTE: All former students with work experience since leaving the EBCE program were asked to respond to this question.

TABLE C-58

HOW SATISFIED ARE FORMER STUDENTS WITH VARIOUS ASPECTS OF THEIR PRESENT (OR MOST RECENT) JOBS?

Frequency and Percent of Former Students' Responses

McGwigan School

	Satisfaction Scale: 5 (Very Satisfied)				4				3				2				1 (Very Dissatisfied)				0 (Not applicable or No response)			
	Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.	
ASPECT OF JOB:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Getting along with fellow workers	55	54	1	33	24	24	1	33	9	9	0	0	2	2	0	0	2	2	0	0	10	10	1	33
The kind of supervisor I have	46	45	1	33	20	20	1	33	12	12	0	0	5	5	0	0	9	9	0	0	10	10	1	33
Physical working conditions	38	37	0	0	24	24	1	33	20	20	0	0	8	8	1	33	5	5	0	0	7	7	1	33
Job security	34	33	0	0	11	11	1	33	24	24	1	33	11	11	0	0	14	14	0	0	8	8	1	33
The amount of responsibility I have	33	32	1	33	28	27	1	33	24	24	0	0	6	6	0	0	4	4	0	0	7	7	1	33
The duties of the job	30	29	0	0	24	24	2	67	23	23	0	0	13	13	0	0	5	5	0	0	7	7	1	33
Benefits (insurance, sick pay, pension plans, etc.)	26	26	0	0	7	7	0	0	14	14	0	0	11	11	0	0	27	26	1	33	17	17	2	67
Opportunities to use my knowledge and abilities	25	25	0	0	25	25	0	0	19	19	1	33	11	11	1	33	14	14	0	0	8	8	1	33
Earnings	15	15	0	0	25	25	1	33	32	31	0	0	9	9	1	33	13	13	0	0	8	8	1	33
Opportunity for promotion or advancement	9	9	0	0	11	11	2	67	25	25	0	0	12	12	0	0	32	31	0	0	13	13	1	33

Graduates: n = 102
Nongraduates: n = 3

NOTE: This question was asked of all former students who had ever worked since leaving EBCE.

TABLE C-59

EDUCATIONAL EXPERIENCE OF FORMER EBCE STUDENTS SINCE LEAVING THE PROGRAM

Frequency and Percent of Former Students Reporting Current Participation

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Not participating in an educational program	60	54	4	57
Participating in an educational program*	51	46	3	43
	n = 111		n = 7	

NOTE: The starred category includes not only those persons typically considered students in schools and colleges but also persons engaged in training at places of work, through Armed Services programs, or in other ways. Thus, this number is somewhat larger than the number indicating their main present activity is "student".

TABLE C-60

DESCRIPTIVE INFORMATION ABOUT EDUCATIONAL EXPERIENCE SINCE EBCE

Frequency and Percent of Graduate and Nongraduate Former Students with Educational Experience Since Leaving the EBCE Program

McGuigan School

	Graduates		Nongraduates	
	f	%	f	%
Number of Educational Programs: Proportion Having Been in More than One Program Since EBCE				
One program since EBCE	42	82	3	100
Two programs since EBCE	8	16	0	0
More than two programs	1	2	0	0
	n = 51		= 3	

NOTE: These questions were asked of all former students who were currently in an educational program.

	Graduates		Nongraduates	
	f	%	f	%
Type of Educational Program				
4-year college or university	36	71	0	0
2-year or community college	3	6	0	0
Vocational, technical, or trade school	3	6	0	0
Training program run by employer	2	4	0	0
Armed Services training program	2	4	0	0
High school	2	4	3	100
Trade school	1	2	0	0
Business school	1	2	0	0
Other	1	2	0	0
	n = 51		n = 3	

	Graduates		Nongraduates	
	f	%	f	%
Subjects Being Studied or Learned in Educational Program: Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)				
Humanities, Law, Social and Behavioral Sciences	6	12	0	0
Secretarial, Clerical, and Office Work Preparation	2	4	0	0
Technical/Technology Field (Computer Science, Drafting, Laboratory or Medical Technologist)	5	10	0	0
Business Administration	8	16	1	33
Mechanics, Industrial Trades	2	4	0	0
General Teaching and Social Service	7	14	1	33
Medical and Biological Sciences	10	20	0	0
Fine Arts and Performing Arts	2	4	0	0
No particular subject; general studies	4	8	1	33
No response	5	10	0	0
	n = 51		= 3	

TABLE C-60 (continued)

	Graduates		Nongraduates	
	f	%	f	%
Length of Time in Current Educational Program: Number of Months				
Less than one month	2	4	0	0
Two to four months	3	6	0	0
Five to seven months	4	8	0	0
Eight to nine months	16	31	0	0
Ten to twelve months	11	22	0	0
More than twelve months	10	20	2	67
No response	5	10	1	33
	n = 51		= 3	
Proportion Satisfied with Current Educational Program				
Yes, satisfied	34	67	1	33
No, not satisfied	3	6	0	0
Not sure	7	14	0	0
No response	7	14	2	67
	n = 51		= 3	
Main Reasons for Being in Current Educational Program				
To pursue a chosen career	30	54	0	0
To find a career	8	14	2	100
Did not know what else to do	4	7	0	0
Pressure from parents	1	2	0	0
Pressure from friends	1	2	0	0
Could not find work	3	5	0	0
To learn more about a particular subject or skill	9	16	0	0
Number of responses	= 56		= 2	
Number responding	= 45		= 2	

NOTE: Some former students indicated more than one reason. Six graduates and one nongraduate did not respond. Percentages are based on number of responses received.

TABLE C-61

LEARNING ASPIRATIONS: KINDS OF SUBJECTS OR SKILLS FORMER STUDENTS WOULD LIKE TO LEARN ABOUT IN THE NEXT 5 YEARS

Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	19	17	2	29
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	19	17	1	14
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	11	10	0	0
Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	10	9	0	0
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	9	8	1	14
Humanities, Law, Social and Behavioral Sciences (Diplomat, Newspaper Reporter, Librarian, Social Scientist, College English or Social Science or Foreign Language Teacher)	9	8	0	0
Secretarial-Clerical and Office Work (Bookkeeper, Bank Clerk, Typist or Keypunch Operator, Receptionist)	7	6	0	0
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Miner)	4	4	0	0
Engineering, Physical Science, Mathematics and Architecture (Architect, Engineer, Statistician, College Science Teacher)	4	4	0	0
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	4	4	0	0
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hairdresser, Policeman, Military Enlisted Man, General Laborer)	3	3	0	0
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	3	3	0	0
No response	9	8	3	43
	n = 111		= 7	

NOTE: This question was asked of all former students.

TABLE C-62

EDUCATIONAL ASPIRATIONS: LEVEL OF FORMAL EDUCATION FORMER STUDENTS PLAN TO COMPLETE

Frequency and Percent in Terms of Highest Level Mentioned

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
4-year college degree	27	24	1	14
Master's degree	19	17	0	0
2-year college degree	12	11	0	0
High school diploma or equivalency	11	10	4	57
Vocational, technical, or trade school certificate	8	7	1	14
Doctor's degree	8	7	0	0
1-year college certificate	3	3	0	0
Business school certificate	0	0	0	0
Other level	5	5	0	0
Don't know; haven't thought much about it	14	13	1	14
No response	4	4	1	14
n =	111		= 7	

NOTE: This question was asked of all former students.

TABLE C-63

HOW MUCH WOULD THE FORMER EBCE STUDENTS LIKE TO BE MAKING IN ANNUAL INCOME FIVE YEARS HENCE?

Frequency and Percent of Former Students' Responses

McGwigan School

	Graduate		Nongraduate	
	f	%	f	%
$4,000 - $5,000	7	6	1	14
$6,000 - $7,000	13	12	3	43
$8,000 - $9,000	7	6	0	0
$10,000 - $11,000	17	15	1	14
$12,000 - $13,000	14	13	0	0
$14,000 - $15,000	13	12	0	0
$16,000 - $17,000	3	3	0	0
$18,000 - $19,000	4	4	0	0
$20,000 - $21,000	12	11	0	0
$24,000 - $25,000	7	6	0	0
$30,000 - $35,000	3	3	0	0
$50,000	1	1	0	0
$72,000	1	1	0	0
No response	9	8	2	29
	n = 111		= 7	

NOTE: All former students were asked this question.

TABLE C-64

WHAT DID THE FORMER STUDENTS LIKE BEST ABOUT THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Job site experience; time on the job; variety of job site opportunities; job and career exploration	59	32	4	44
The freedom; freedom to move at own pace, to choose own activities, to study on my own; independence; flexibility; openness; no set classes	48	26	1	11
The staff; friendliness, interest, openness; staff-student relationships	27	15	2	22
Individual attention; one-to-one relationships with staff	12	6	0	0
Opportunities to meet people outside school; being in the "real world"	10	5	0	0
Different from high school; not as boring as high school; more like college; escape from regular high school	8	4	1	11
Developed self-confidence, responsibility, self-motivation	8	4	0	0
Easier than regular high school; more lenient; no pressure; no tests	4	2	0	0
Relationships with other students	3	2	1	11
Being treated as an adult	2	1	0	0
Other	5	3	0	0
Number of responses =	186		= 9	
Number responding =	110		= 7	

NOTE: All but one graduate responded, some citing more than one thing they had liked best about their EBCE experiences. Percentages of the coded free responses are based on the number of responses given.

TABLE C-65

WHAT DID THE FORMER STUDENTS DISLIKE MOST ABOUT THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Nothing disliked about the program	68	60	4	57
Poor administrative organization; too disorganized; too much wasted time; not enough going on between job sites	9	8	0	0
Inadequate facilities; not enough teachers; not enough job sites; building too small; inadequate library	7	6	0	0
Too much red tape; too many forms to fill out; too many tests and questionnaires	5	4	0	0
Too loose; too much permissiveness; teachers too lenient; too free; not enough discipline; too much responsibility on students	2	2	2	29
Standards of performance too lax; not enough college preparation; too little academic work	3	3	0	0
Lack of specific courses (e.g., music, PE, foreign language)	3	3	0	0
Not enough contact with the regular high school	2	2	1	14
Too little coordination between staff and students; poor student-staff communication	1	1	0	0
Too many students	1	1	0	0
Other	13	11	0	0
Number of responses	= 114		= 7	
Number responding	= 111		= 7	

NOTE: All former students responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-66

HOW MUCH DID FORMER STUDENTS FEEL THAT THEY LEARNED IN VARIOUS AREAS WHILE THEY WERE IN THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

McGwigan School

	A lot				Some				A little				Nothing at all				Don't remember or No response			
	Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Ability to communicate with adults	85	77	2	29	17	15	3	43	6	5	0	0	2	2	0	0	1	1	2	29
Specific job skills	65	59	2	29	37	34	3	43	8	7	0	0	0	0	0	0	1	1	2	29
Career planning	62	56	2	29	31	28	1	14	14	13	1	14	2	2	1	14	2	2	2	29
Awareness of job opportunities opportunities	59	53	2	29	33	30	1	14	17	15	1	14	1	1	1	14	1	1	2	29
Job seeking skills	50	45	1	14	36	32	2	29	20	18	2	29	2	2	0	0	3	3	2	29
Writing skills	47	42	2	29	36	32	3	43	19	17	0	0	9	8	0	0	0	0	2	29
Reading skills	30	27	2	29	40	36	2	29	31	28	0	0	10	9	1	14	0	0	2	29
Math skills	20	18	0	0	23	21	0	0	30	27	2	29	37	33	3	43	2	2	2	29

Graduates: n = 111
Nongraduates: n = 7

TABLE C-67

WHAT KINDS OF THINGS LEARNED IN EBCE ARE CONSIDERED MOST USEFUL NOW?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
How to relate to the "real world"; what the world is really like; preparation to enter the "real world"	36	26	2	40
How to communicate; communication with adults and peers; ability to talk with adults; speaking ability; writing	36	26	0	0
Career planning, preparation, experience; found out what I want to do; learned what I don't want to do	17	13	0	0
Responsibility; self-reliance; confidence; how to get things done; ability to study and work hard	14	10	0	0
How to find a job; the variety of places to get jobs; steps to getting a job	13	10	1	20
Specific job skills	7	5	0	0
How to meet new people; meeting people	5	4	1	20
How to find information; information gathering	1	1	0	0
Nothing	0	0	1	20
Other	7	5	0	0
Number of responses	= 136		= 5	
Number responding	= 101		= 5	

NOTE: Percentages are based on total number of coded responses. Ten graduate and two nongraduate former students did not respond.

TABLE C-68

IN GENERAL, WHAT EFFECT DID THE EBCE PROGRAM HAVE ON FORMER STUDENTS PREPARATION FOR FURTHER EDUCATION AND JOBS?

Frequency and Percent of Graduate and Nongraduate Former Students' Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Preparation for further education:				
Positive effect	90	81	3	43
No effect	17	15	0	0
Negative effect	3	3	1	14
No response	1	1	3	43
	n = 111		n = 7	
Preparation for jobs:				
Positive effect	95	86	4	57
No effect	12	11	0	0
Negative effect	4	4	0	0
No response	0	0	3	43
	n = 111		n = 7	

TABLE C-69

HOW CLOSELY DID FORMER STUDENTS' FIRST JOBS RELATE TO THEIR EBCE EXPERIENCES?

Frequency and Percent of Former Students Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Employed in a completely different occupation	62	56	2	29
Employed in a related occupation	25	23	0	0
Employed in an occupation in which I had EBCE experience	16	14	0	0
No response	8	7	5	71
	n = 111		= 7	

NOTE: This question was asked of all former students.

TABLE C-70a

PROPORTION OF FORMER STUDENTS WHO WOULD HAVE LIKED TO HAVE RECEIVED MORE FROM THE EBCE PROGRAM TO PREPARE THEM FOR FURTHER EDUCATION AND JOBS

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Is there anything more you would have liked to have received from the EBCE program?				
Yes	56	50	1	14
No	54	49	5	71
No response	1	1	1	14
	n = 111		n = 7	

TABLE C-70b

WHAT ADDITIONAL PREPARATION WOULD THE FORMER STUDENTS HAVE LIKED?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
More job sites; greater variety of job sites; more or more varied job site experience; different job site experience (e.g., police work, retail sales, etc.)	27	44	0	0
More time in EBCE program	8	13	1	100
More job training; job skills	8	13	0	0
Better preparation for college; better study habits	7	11	0	0
Better information on job trends, on training opportunities; guidance on college choice, on career choice	6	10	0	0
Other	6	10	0	0
Number of responses	= 62		= 1	
Number responding	= 56		= 1	

NOTE: Only those former students who would have liked to have received additional preparation from the EBCE program responded. Some mentioned more than one thing. Percentages are based on the total number of coded responses.

TABLE C-71a

PROPORTION OF FORMER STUDENTS RECOMMENDING CHANGES TO IMPROVE THE EBCE PROGRAM

McGwigan School

Are there any changes that you would recommend?	Graduates		Nongraduates	
	f	%	f	%
No	64	58	6	86
Yes	46	41	1	14
No response	1	1	0	0
	n = 111		n = 7	

TABLE C-71b

WHAT ARE THE CHANGES RECOMMENDED BY FORMER STUDENTS TO IMPROVE THE PROGRAM?

Distribution of Coded Free Responses

McGwigan School

	Graduates		Nongraduates	
	f	%	f	%
Provide more out-of-school resources; more job sites	10	17	0	0
Expand the program; make it available to more students	8	14	0	0
More structure; more discipline; staff should be stricter; too much freedom; too lenient	6	10	0	0
Better organization	6	10	0	0
Provide missing classes; e.g., PE, foreign language, music	6	10	0	0
Different location; bigger and newer buildings	5	8	0	0
Provide more college preparation; more academic instruction	3	5	0	0
Reduce load on LC's; cut down paper work of LC's	3	5	0	0
Keep the number of students small; admit fewer students	2	3	0	0
Cut down on the forms to be filled out	2	3	0	0
Provide more instruction in basic skills—math, English	1	2	0	0
Keep some contact with the regular high schools; have some classes in the regular schools	1	2	0	0
Other	6	10	1	100
Number of responses	= 59		= 1	
Number responding	= 46		= 1	

NOTE: Only those former students recommending a change in the program responded. Some suggested more than one improvement. Percentages are based on the total number of coded responses.

Resource Personnel Data

TABLE C-72

DESCRIPTIVE INFORMATION ON THE CHARLESTON AREA EXPERIENCE SITES

Frequency and Percent Types of Organizations in Sample Interviewed

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Large Employer	16	46	3	33
Small Employer	16	46	2	22
Union	2	6	3	33
Self-Employed	0	0	1	11
No Response	1	3	0	0
	n = 35		n = 9	
For profit	15	43	7	78
Tax Supported	10	29	1	11
Non-profit	10	29	1	11
	n = 35		n = 9	

TABLE C-73

HOW DID THE EXPERIENCE SITES BECOME INVOLVED IN THE PROGRAM?

Frequency and Percent of Reported Initial Contacts

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Contacted by EBCE personnel	27	77	9	100
Contacted by an EBCE student	2	6	0	0
Contacted by someone from another resource organization	2	6	0	0
Contacted by someone from within the resource organization	0	0	0	0
Other	2	6	0	0
Don't know	2	6	0	0
	n = 35		n = 9	

TABLE C-74

WHEN DID THE RESOURCE PERSONS BECOME INVOLVED WITH THE EBCE PROGRAM?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Year of first involvement:				
1973	20	57	0	0
1974	12	34	4	44
1972	1	3	0	0
1975	1	3	5	56
No response	1	3	0	0
	n = 35		n = 9	

TABLE C-75

WHAT DID THE RESOURCES THINK THAT THEIR ROLE WOULD BE IN THE PROGRAM?

Distribution of Coded Free Responses about Anticipated Roles

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Give students an opportunity to work in the career or job; give students experience in the field; help students try out various activities in the career or job	13	28	4	40
Introduce students to the field; describe characteristics of the job, field or agency, describe career possibilities; answer questions about the career field	12	26	5	50
Supervise students; direct students' activities; guide students' projects; place students in appropriate jobs	10	22	1	10
Train students on the job	3	7	0	0
Assess students as prospective employees	2	4	0	0
Serve on Advisory Board	2	4	0	0
Get involved with students	1	2	0	0
Other	3	7	0	0
Number of responses	=46		=10	
Number responding	=34		= 9	

NOTE: One RP for the McGwigan School did not respond; all RP's interviewed for the KCSS program responded. In both cases, at least one RP gave a response which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-76a

PROPORTION OF RESOURCE PERSONS REPORTING DIFFERENCES BETWEEN THE ROLES THEY HAD ANTICIPATED FOR THEMSELVES AND THEIR ORGANIZATIONS AND THE ACTUAL ROLES THAT WERE ASSUMED

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Role was *not* different than expected	26	74	8	89
Role was different than expected	9	26	1	11
	n = 35		n = 9	

TABLE C-76b

WHAT DIFFERENCES BETWEEN ACTUAL AND ANTICIPATED ROLES WERE REPORTED BY THE RESOURCES?

Distribution of Coded Free Responses on
Role Differences for Resource People and Organizations

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Had to work harder than expected; put in more time than expected; had more students than expected	2	29	0	0
Students did not work as well as expected; did not show up; did not finish projects; expected more from the students	1	14	0	0
Had fewer students than expected	1	14	0	0
Students produced more than expected; were more competent or more involved than expected	1	14	0	0
Had less contact with students than expected; less involvement from students	0	0	1	100
Other	2	29	0	0
Number of responses	= 7		= 1	
Number responding	= 6		= 1	

NOTE: Obviously only those RP's who felt the actual roles were different from expected listed those differences. Three of the nine RP's for McGwigan who indicated differences did not elaborate on these differences. The percentages of the coded free responses are based on the number of responses given.

TABLE C-77

WAS THE TIME REQUIRED FOR CAREER EDUCATION ACTIVITIES DIFFERENT FROM THE ORIGINAL EXPECTATIONS OF THE EXPERIENCE SITE ORGANIZATIONS?

Frequency and Percent of Reported Time
Required in Terms of Time Anticipated

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Required about as much time as expected	25	71	5	56
Required more time than expected	7	20	1	11
Required less time than expected	3	9	3	33
	n = 35		= 9	

TABLE C-78

HAVE UNANTICIPATED COSTS OCCURRED AS A RESULT OF PARTICIPATION IN THE EBCE PROGRAM?

Frequency and Percent of Unanticipated Costs
Reported for Resource Persons and Organizations

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
To the Resource Person				
No unanticipated costs	34	97	9	100
Unanticipated costs	1	3	0	0
	n = 35		= 9	
To the Experience Site Organization				
No unanticipated costs	29	83	9	100
Unanticipated costs	0	0	0	0
No response	6	17	0	0
	n = 35		= 9	

TABLE C-79a

PROPORTION OF EXPERIENCE SITE ORGANIZATIONS REPORTING "SERIOUS" PROBLEMS WITH THE CAREER EDUCATION PROGRAM

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Problems were not encountered	23	66	7	78
Problems were encountered	12	34	2	22
	n = 35		= 9	

TABLE C-79b

WHAT WERE THE PROBLEMS ENCOUNTERED BY EXPERIENCE SITES?

Distribution of Coded Free Responses on the Nature of Problems Encountered with the EBCE Program

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Students were not dependable; not serious; not interested; missed appointments; not motivated; no follow-through; poor attendance	9	56	2	100
Poor communication--with students, with staff; poor feedback; need better contact with staff	2	13	0	0
Poor organization; scheduling problems; poor coordination	1	6	0	0
Transportation	1	6	0	0
Other	3	19	0	0
Number of responses	= 16		= 9	
Number responding	= 12		= 2	

NOTE: Only those RP's who had experienced problems listed those problems. Percentages are based on the total number of coded responses.

TABLE C-80a

PROPORTION OF RESOURCE PERSONS WHO FEEL THAT THE PROGRAM FUNCTIONED AS IT WAS DESCRIBED TO THEM WHEN THEY FIRST BECAME INVOLVED

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Program functioned as described	26	74	7	78
Program did not function as described	9	26	2	22
	n = 35		= 9	

TABLE C-80b

IN WHAT WAYS WAS THE FUNCTIONING OF THE PROGRAM DIFFERENT THAN IT WAS INITIALLY DESCRIBED?

Distribution of Coded Free Responses About Differences

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Expected more involvement from students; students were not interested; students did not stay as long as expected	4	36	0	0
Did not know much about the program	1	9	0	0
Student performance was poorer than expected	1	9	0	0
Program did not give students enough attention, was more concerned with its own problems than theirs, students needed more guidelines, more direction	1	9	0	0
Had fewer students than expected; got less involved with students than expected; it was less work than expected	0	0	1	50
Other	4	36	1	50
Number of responses	= 11		= 2	
Number responding	= 8		= 2	

NOTE: Only those RP's who felt that the program had functioned differently than anticipated responded. One RP for McGwigan did not elaborate, and some cited more than one difference. Percentages are based on the total number of coded responses.

TABLE C-81a

PROPORTION OF RP's INDICATING THAT THEY HAD HAD A NEED TO CONTACT THE CAREER EDUCATION STAFF ABOUT PARTICULAR STUDENTS OR PROBLEMS WHICH HAD OCCURRED

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
There was a need to contact the Career Education staff	20	57	4	44
There was *not* a need to contact the Career Education staff	15	43	5	56
	n = 35		= 9	

TABLE C-81b

PROPORTION OF RP's EXPRESSING SATISFACTION WITH THE WAY THE EBCE STAFF RESPONDED TO THEIR NEEDS

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Response was satisfactory	17	71	4	100
Response was *not* satisfactory	3	29	0	0
	n = 20		= 4	

NOTE: Only those RP's who had indicated that they had experienced a need to contact the Career Education staff were asked to respond to this question.

TABLE C-81c

WHAT WAS THE NATURE OF THE LACK OF RESPONSIVENESS ON THE PART OF THE STAFF?

Distribution of Coded Free Responses Regarding
the Situation and Staff Response when
there were Unsatisfactory Contacts

McGwigan School

	McGwigan	
	f	%
Poor communication with staff; no feedback from staff about students; staff did not return calls	1	33
Low student motivation; low interest; staff did not help	1	33
Other	1	33

Number of responses = 3

Number responding = 3

NOTE: Only those RP's who expressed dissatisfaction with their contacts with staff were asked to respond in this area.

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TABLE C-82a

PROPORTION OF RP'S WHO FEEL THAT THE CAREER EDUCATION STAFF HAS PROVIDED THEM WITH THE NECESSARY INFORMATION TO HELP THEM COORDINATE STUDENTS' ACTIVITIES IN THE RESOURCE ORGANIZATION

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
The necessary information was provided	24	69	9	100
The necessary information was not provided	11	31	0	0
	n = 35		= 9	

TABLE C-82b

WHAT WAS THE NATURE OF THE DIFFICULTY IN COORDINATING STUDENTS' ACTIVITIES?

Distribution of Coded Free Responses About Lack of Information Provided by EBCE Staff

McGwigan School

	McGwigan	
	f	%
Communication problem with staff; no feedback about students; information came from students rather than staff	4	40
Poor coordination with staff; not enough contact with staff; would like more LC participation; would like more direction from staff	3	30
Was given insufficient information; not informed of responsibilities; no clear idea of what was expected; insufficient explanation	2	20
Other	1	10

Number of responses = 10
Number responding = 10

NOTE: Only those RP's who felt that they had been given insufficient information were asked to elaborate. One did not. Percentages of coded free responses are based on total number of responses received.

TABLE C-83

PROPORTION OF RESOURCE PERSONS INTERVIEWED WHO USUALLY SAW THE STUDENTS' PROJECT PLANS WHICH OUTLINED THE STUDENTS' LEARNING GOALS AT THEIR SITES

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Project plans were usually seen by the RP	20	57	5	56
Project plans were not usually seen by the RP	14	40	4	44
No reponse	1	3	0	0
n	= 35		= 9	

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TABLE C-84a

PROPORTION OF RESOURCE PERSONS REPORTING THAT THE CAREER EDUCATION STAFF EXPLAINED TO THEM OR SHOWED THEM EXAMPLES OF THE KINDS OF PROJECTS OR PRODUCTS COMPLETED BY STUDENTS

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Examples of the projects or products completed by students have not been shown or explained to RP's	20	57	7	78
Examples of the projects or products completed by students have been shown or explained to RP's	15	43	2	22
	n = 35		= 9	

TABLE C-84b

WERE THE PROJECTS OR PRODUCTS SHOWN TO THE RP'S ONES WHICH HAD BEEN COMPLETED AT THEIR OWN SITE OR AT ANY SITE?

Frequency and Percent of RP Responses

	McGwigan		KCSS	
	f	%	f	%
RP saw project or product completed at own site	8	53	1	50
RP saw projects or products completed at own site and at other site	2	13	0	0
RP saw project or product completed at another site	1	7	1	50
No response	4	27	0	0
	n = 15		= 2	

NOTE: Only those RP's who indicated that they had seen projects or products completed by students were asked this question.

TABLE C-85a

PROPORTION OF RESOURCE PERSONS WHO WOULD LIKE TO BE KEPT BETTER INFORMED ABOUT THE PROGRESS OF STUDENTS PLACED AT THEIR SITES

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Could use more information	18	51	4	44
Currently receiving all needed information	17	49	3	33
No response	0	0	2	22
n =	35		= 9	

TABLE C-85b

WHAT KINDS OF ADDITIONAL INFORMATION DO RP'S NEED?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Would like to receive more information on progress of student	3	38	0	0
Would like more direction in dealing with student	1	13	0	0
Would like to know how students feel about the site	1	13	3	100
Would like to know if we are providing what they are looking for	1	13	0	0
Would like to know about previous sites	1	13	0	0
Be informed when student will be absent	1	13	0	0
Number of responses =	8		= 3	
Number responding =	8		= 3	

NOTE: Ten of the RP's at McGwigan who indicated that they could use more information did not elaborate on the nature of the missing information. Percentages are based on the number of responses received.

TABLE C-86a

PROPORTION OF RP'S WHO ARE SATISFIED WITH THE FEEDBACK RECEIVED ABOUT WHAT STUDENTS LEARN OR GET OUT OF WORKING AT THEIR SITES

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Satisfied with feedback	22	63	5	56
Not satisfied with feedback	13	37	4	44
	n = 35		= 9	

TABLE C-86b

AMONG THOSE RP'S DISSATISFIED WITH THE FEEDBACK RECEIVED, HOW WOULD THEY LIKE TO SEE THE SITUATION IMPROVED?

Distribution of Coded Free Responses about Feedback

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
There is no feedback	5	36	0	0
There is not enough feedback	3	21	2	50
Would like feedback from students as well as from staff	4	29	2	50
Would like follow-up information on students	2	14	0	0
Number of responses	= 14		= 4	
Number responding	= 13		= 4	

NOTE: Only those RP's who were dissatisfied with the feedback were asked how they felt the situation could be improved. One McGwigan RP gave two codable responses. Percentages are based on total number of coded free responses.

TABLE C-87

HOW FREQUENTLY WERE RESOURCE PERSONS IN CONTACT WITH THE EBCE STAFF DURING THE TIMES STUDENTS WERE WORKING AT THEIR SITES?

Frequency and Percent of Occurrence
of RP contact with Staff

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Once or twice a week	14	40	1	11
Once or twice a month	10	29	5	56
Several times a year	7	20	1	11
Almost never	3	9	2	22
Never	1	3	0	0
Almost every day	0	0	0	0
	n = 35		= 9	

TABLE C-88

WHAT IS THE MOST FREQUENT MODE OF COMMUNICATION BETWEEN RESOURCE PERSONS AND THE EBCE STAFF?

Frequency and Percent of RP Rankings

McGwigan School

Mode of Communication	Ranking 4 (Most Frequent)		3		2		1 (Least Frequent)		0 (Not Ranked)	
	f	%	f	%	f	%	f	%	f	%
Telephone	4	11	5	14	17	49	5	14	4	11
Individual Meetings	12	34	12	34	5	14	0	0	6	17
Mailed Correspondence	15	43	8	23	1	3	0	0	11	31
Group Meetings	10	29	5	14	2	6	0	0	18	51

n = 35

KCSS

Mode of Communication	Ranking 4 (Most Frequent)		3		2		1 (Least Frequent)		0 (Not Ranked)	
	f	%	f	%	f	%	f	%	f	%
Telephone	1	11	0	0	0	0	8	89	0	0
Individual Meetings	0	0	2	22	5	56	1	11	1	11
Mailed Correspondence	0	0	4	44	3	33	0	0	2	22
Group Meetings	1	11	0	0	0	0	1	11	6	67

n = 9

TABLE C-89a

HOW DO PEOPLE IN THE EXPERIENCE SITE ORGANIZATIONS (OTHER THAN THE RESOURCE PERSONS) FEEL ABOUT THE EBCE STUDENTS?

Frequency and Percent of RP Responses
Reporting Reactions to Students

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Strongly positive feelings	11	31	5	56
Mixed feelings	11	31	0	0
Mildly positive feelings	10	29	2	22
No reaction or information	1	3	1	11
Mildly negative feelings	1	3	1	11
Strongly negative feelings	0	0	0	0
No response	1	3	0	0
	n = 35		= 9	

TABLE C-89b

DISTRIBUTION OF CODED FREE RESPONSES GIVEN BY RP'S TO ELABORATE ON THE FEELINGS OF OTHER PERSONS IN THEIR ORGANIZATIONS TOWARD EBCE STUDENTS

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Feelings depended on the particular students' interest, ability, etc.	4	50	0	0
Positively; they like the students	2	25	3	75
Negatively; they were discouraged by the students' lack of interest, poor attendance, etc.	0	0	1	25
Other	2	25	0	0
Number of responses	= 8		= 4	
Number responding	= 8		= 4	

NOTE: Twenty-seven McGwigan and five KCSS RP's did not elaborate on the feelings of the other persons in their organization. Percentages are based on the number of responses received.

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TABLE C-90

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE QUANTITY OF WORK PERFORMED BY EMPLOYEES IN THE EXPERIENCE SITE ORGANIZATIONS?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Participation in EBCE as an experience has had no effect on the quantity of work performed by employees	22	63	8	89
Participation has resulted in increased quantity of work performed	10	29	1	11
Participation has resulted in decreased quantity of work performed	3	9	0	0
	n = 35		= 9	

TABLE C-91

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE QUALITY OF WORK PERFORMED BY EMPLOYEES OF THE EXPERIENCE SITE ORGANIZATIONS?

Frequency and Percent of RP Responses in Terms of Magnitude and Direction of Impact on Quality of Work Performed

McGwigan School and KCSS

	McGwigan		KCSS	
Magnitude of Impact:	f	%	f	%
Participation in EBCE as a Resource site has had no effect on the quality of work performed by employees	23	66	8	89
Participation has had some impact on quality of work performed	7	20	1	11
Participation has had much impact on quality of work performed	2	6	0	0
No response	3	9	0	0
	n = 35		= 9	
Direction of Impact:				
Good impact	10	83	1	100
Bad impact	1	8	0	0
No response	1	8	0	0
	n = 12		= 1	

NOTE: Only those RP's who indicated that there was an impact on quality were asked about the direction of the impact.

TABLE C-92

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE AN IMPACT ON THE HIRING PRACTICES OF THE EXPERIENCE SITE ORGANIZATIONS?

Frequency and Percent of RP Responses in Terms of Amount of Impact on Hiring Practices

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
No impact on hiring practices	29	83	7	78
Some impact on hiring	1	3	1	11
Much impact on hiring practices	0	0	0	0
Don't know	1	3	0	0
No response	4	11	1	11
	n = 35		= 9	

TABLE C-93

HAVE OR MIGHT THE EXPERIENCE SITE ORGANIZATIONS HIRE ANY OF THE FORMER EBCE STUDENTS AS REGULAR EMPLOYEES OF THEIR ORGANIZATIONS?

Frequency and Percent of RP Responses About the Hiring of Former EBCE Students

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Former student would be hired, depending on the students and organizational need	17	49	6	67
Former students have been hired	13	37	2	22
Former students have not been hired	4	11	1	11
Former students would not be hired	1	3	0	0
	n = 35		= 9	

TABLE C-94

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE TRAINING PRACTICES OF THE EXPERIENCE SITE ORGANIZATIONS?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Participation has no effect on training practices	29	83	8	89
Participation has an effect on training practices	6	17	1	11
Much impact	0*		0*	
Some impact	4*		0*	
Good impact	5*		1*	
Bad impact	0*		0*	
n	= 35		= 9	

NOTE: Of the seven RP's who indicated that participation had had an effect on the training practices of their organizations, some RP's responded in terms of the amount of impact (i.e., "much" or "some"); and some in terms of both factors. The number of responses in each of these categories are indicated and marked with an asterisk. No attempt was made to assign percentages to these data.

TABLE C-95a

ON THE WHOLE, DO EXPERIENCE SITE ORGANIZATIONS GAIN OR LOSE BY PARTICIPATING IN EBCE?

Frequency and Percent of RP Responses on the Overall Effect of Participation

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Organization gains by participating	19	54	6	67
Organization neither gains nor loses	11	31	3	33
Organization both gains and loses	3	9	0	0
Organization loses	2	6	0	0
	n = 35		= 9	

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TABLE C-95b

WHAT ARE SOME OF THE REASONS BEHIND OVERALL GAIN OR LOSS TO THE ORGANIZATIONS ASSOCIATED WITH PARTICIPATION IN EBCE?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Helps our training program; teaching the students helps our employees; we learn from the students	6	21	0	0
Students are productive; provide assistance; act as added staff; they free other staff members	6	21	1	11
Gives us an opportunity to screen students for employment	5	17	2	22
Time consuming; loss of supervisory time; costs time	4	14	0	0
Students improve employee morale; improve the working environment; keep staff on their toes; personally satisfying to staff	4	14	2	22
Gives exposure in the community; lets people know about us; good public relations	2	7	1	11
Increases knowledge of the community; increases community awareness, community consciousness; lets us know what's going on; helps us see problems outside our own area; gives us students' opinions	1	3	1	11
Too few students, or too little contact to say	0	0	1	11
Other	1	3	1	11
Number of responses	= 29		= 9	
Number responding	= 19		= 7	

NOTE: Some RP's did not elaborate on the gain or less to their organization, and some gave responses that fit into more than one coding category. Percentages are based on total number of coded responses.

TABLE C-96a

PROPORTION OF SITES WHERE THE RP OR THE ORGANIZATION PLAYS A PART IN DECIDING WHICH STUDENTS COME TO THEIR SITE FOR EITHER EXPLORATION OR MORE EXTENDED LEARNING

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Exploration Experiences				
RP or organization does not play a role in student selection	26	74	8	89
RP or organization does play a role in student selection	8	23	1	11
No response	1	3	0	0
	n = 35		= 9	
Extended Learning				
RP or organization does not play a role in student selection	22	63	6	67
RP or organization does play a role in student selection	8	23	1	11
No response or extended learning not offered at site	5	14	2	22
	n = 35		= 9	

TABLE C-96b

WHAT ARE THE PARTS PLAYED BY RESOURCE PERSONS OR ORGANIZATIONS IN DECIDING WHICH STUDENTS COME TO THEIR SITES FOR EITHER EXPLORATION OR MORE EXTENDED LEARNING?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Screen the students, for interest or capabilities	9	69	1	100
Specify the kind of student wanted	1	8	0	0
Other	3	23	0	0
	n = 13		= 1	

NOTE: Only those RP's who played a part in student selection (for either exploration, more extended learning, or both) were asked to respond to this question.

TABLE C-97

WHO DEVELOPS A STUDENT'S LEARNING GOALS FOR THE TIME HE/SHE IS AT THE EXPERIENCE SITE ORGANIZATION?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Some combination of Resource Organization, student and EBCE staff	17	49	6	67
EBCE staff	8	23	1	11
Resource Organization	5	14	1	11
Student	3	9	1	11
No response	2	6	0	0
	n = 35		= 9	

TABLE C-98a

PROPORTION OF RESOURCE PERSONS INTERVIEWED WHO PERSONALLY PLAYED A PART IN FORMULATING THEIR ORGANIZATION'S POLICY TOWARD ACCOMMODATING AND HANDLING THE CAREER EDUCATION PROGRAM

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
RP played a part in formulating policy	22	63	7	78
RP did not play a part in formulating policy	12	34	1	11
No response	1	3	1	11
	n = 35		= 9	

NOTE: Four McGwigan RP's and the KCSS RP included with those who did not play a part in policy formulation indicated that no policy had been developed.

TABLE C-98b

WHAT PART DID THE RESOURCE PERSONS PLAY IN ORGANIZATIONAL POLICY FORMULATION?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Established the policy; prescribed details of participation (e.g., numbers of students, hours of work); set procedures; ran the show	10	45	5	71
Scheduled students	2	9	0	0
Served on a policy committee	2	9	1	14
Encouraged more participation within the organization	1	5	1	14
Retained veto power on student projects	1	5	0	0
Other	6	27	0	0
Number of responses	= 22		= 7	

NOTE: Only those RP's who indicated that they had played a role in policy development at their organization were asked to respond.

TABLE C-98c

PROPORTION OF RP'S WHO HAD NOT PLAYED A PART IN DEVELOPING THE ORGANIZATIONAL POLICY TOWARDS THE CAREER EDUCATION PROGRAM WHO WERE FAMILIAR ENOUGH WITH THAT POLICY TO DISCUSS IT

McGwigan School

	McGwigan	
	f	%
RP was familiar with policy though had not helped to develop it	4	57
RP was not familiar with policy	3	43
	n = 7	

NOTE: Only those RP's who indicated that they had not played a role in policy formulation were asked this question. Those who indicated that no policy had been developed were not included. Thus no KCSS RP's are included here.

TABLE C-99

PROPORTION OF EXPERIENCE SITE ORGANIZATIONS WHERE THE ORGANIZATIONAL POLICY TOWARD THE CAREER EDUCATION PROGRAM WAS DEVELOPED TOGETHER WITH THE ASSISTANCE OF THE EBCE STAFF

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
EBCE staff was not involved in development of organizational policy	17	65	3	43
EBCE staff was involved in development of organizational policy	6	23	3	43
No response	3	12	1	14
	n = 26		= 7	

NOTE: Only those RP's who had either been involved in the development of their organization's policy toward the EBCE program or were familiar enough with the policy to discuss it were asked this question.

TABLE C-100

PROPORTION OF RESOURCE ORGANIZATIONS WHERE THE RP OR THE ORGANIZATION HAD EVER PLAYED A PART IN DEVELOPING OR HELPING TO DEVELOP THE POLICIES OF THE CAREER EDUCATION CENTER

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
No role was played by the RP or resource organization in the development of the policies of the Career Education Center	25	71	9	100
A role was played in the development of the policies of the Career Education Center	4	11	0	0
No response	6	17	0	0
n =	35		9	

NOTE: All four RP's who indicated that they had played a role in policy development had served on the Advisory Council.

TABLE C-101a

PROPORTION OF RP's WHO FEEL THAT THERE ARE SOME THINGS WHICH STUDENTS LEARN IN THE EBCE SETTING WHICH THEY COULD NOT LEARN AS EASILY IN A TRADITIONAL HIGH SCHOOL SETTING

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
There are things more easily learned in the EBCE setting	31	89	9	100
There are not things more easily learned in the EBCE setting	4	11	0	0
n =	35		9	

TABLE C-101b

WHAT ARE THE THINGS RESOURCE PERSONS THINK CAN BE MORE EASILY LEARNED BY STUDENTS IN THE EBCE SETTING THAN A TRADITIONAL HIGH SCHOOL SETTING?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Practical learning; real experience; contact with the "real world"; practical work experience; work-place ethics	20	44	8	62
Job skills; specific skills (e.g. learn practical side of law)	10	22	3	23
How to relate to people; employer-employee relationships; contact with professionals; interpersonal contacts with adults; how to deal with people	9	20	2	15
Responsibility; how to be responsible for their own work	2	4	0	0
How to get a job	1	2	0	0
Students retain their interest; stay motivated	1	2	0	0
Other	2	4	0	0
Number of responses	= 45		= 13	
Number responding	= 31		= 9	

NOTE: Only the RP's who felt there were things more easily learned by students in the EBCE setting than the traditional high school setting gave examples of these "things". Some gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE C-102a

HOW EFFECTIVE DO RESOURCE PERSONS FEEL THE EBCE PROGRAM IS, BASED ON THE STUDENTS AND THE STAFF THEY MET?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Program is very effective	15	43	4	44
Program is somewhat effective	17	49	3	33
Program is very ineffective	0	0	0	0
Program is somewhat ineffective	2	6	0	0
Program is neither effective nor ineffective	0	0	2	22
No response	1	3	0	0
	n = 35		= 9	

TABLE C-102b

DISTRIBUTION OF CODED FREE RESPONSES FROM RP'S ELABORATING THEIR PERCEPTIONS OF THE EFFECTIVNESS OF THE PROGRAM

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
It helps students with career decisions; provides opportunity for career exploration	6	16	2	20
It depends on the individual	5	14	1	10
Students are motivated, interested; the program promotes motivation	5	14	1	10
Staff is cooperative, concerned, involved	4	11	0	0
It gets students into the "real world"	3	8	0	0
Can't say; don't know; too little contact; too little information or feedback	2	5	1	10
It helps students mature, grow up	2	5	0	0
Poor coordination between LC's and students; not enough attention to and concern for the students	2	5	1	10
It gives students a second chance; keeps students in school who would otherwise drop out; provides a needed alternative to the regular school	1	3	0	0
Poor organization, administration	0	0	1	10
Other neutral comment	4	11	1	10
Other positive comment	2	5	2	20
Other negative comment	1	3	0	0
Number of responses	= 37		= 10	
Number responding	= 29		= 8	

NOTE: All RP's were asked for some kind of elaboration on their perception of the effectiveness of the program. Some did not respond and some gave responses that fit into more than one coded category. Percentages are based on total number of coded responses.

TABLE C-103

WITHIN THE RESOURCE ORGANIZATIONS, WHAT PROCEDURES ARE USED TO EVALUATE THE PERFORMANCE OF STUDENTS?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
EBCE evaluation form	13	31	2	13
Conferences with other employees who have had contact with the student; discussion with student's supervisor	7	17	6	40
None; no evaluation	5	12	1	7
Interviews or discussions with the student	5	12	1	7
Day-to-day observations	3	7	1	7
Attendance; promptness	3	7	0	0
Student interest or effort	2	5	2	13
Examination of student products; student productiveness	1	2	2	13
Other	3	7	0	0
Number of responses	= 42		= 15	
Number responding	= 34		= 9	

NOTE: One McGwigan RP gave no response. Some RP's listed more than one evaluation procedure. Percentages are based on total number of coded responses.

TABLE C-104

WHAT WERE THE REASONS BEHIND THE RESOURCE PERSONS INITIAL DECISIONS TO GET INVOLVED WITH THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Liked the idea of the program; it seemed exciting; it sounded like a good thing; general interest	9	25	3	23
Wanted to help; wanted to be involved; thought I had something to contribute	5	14	3	23
Want to help students choose a career; want to interest people in my line of work	5	14	2	15
Like working with young people; believe in youth; like having kids around	4	11	2	15
Expected to get volunteers; like to have volunteers	4	11	0	0
Prior involvement with the lab; own children are in the school; have been involved with the lab in other ways	3	8	0	0
Want to increase community awareness; want people to learn about local government; want people to know about us; helps PR	1	3	0	0
Like teaching; used to be a teacher; wanted to teach	1	3	1	8
Want to improve education; we need alternative educational procedures; interested in education	1	3	1	8
Wanted to recruit new employees; expect to get new employees; valuable screen for new employees	1	3	1	8
Student requested the assignment	1	3	0	0
Other	1	3	0	0
Number of responses	= 36		= 13	
Number responding	= 30		= 9	

NOTE: Five McGwigan RP's did not remember how they had become involved in the program. Many RP's gave multiple responses. Percentages based on the total number of coded responses.

TABLE C-105

WHAT WERE THE REASONS BEHIND THE EXPERIENCE SITE ORGANIZATIONS' INITIAL DECISIONS TO GET INVOLVED WITH THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
We need interested help; we get qualified people without the expense of training them; we get future employees	2	29	0	0
Interest in the community; commitment to the community	1	14	0	0
Program is consistent with the organization's interests	1	14	1	100
We want to help train young people for jobs	1	14	0	0
Other	2	29	0	0
Number of responses	= 7		= 1	
Number responding	= 6		= 1	

NOTE: Only those RP's who indicated that their organization's reasons were different than their personal reasons for participating are represented above. Seventeen McGwigan and eight KCSS RP's indicated that the organizational and personal reasons were identical. One RP for McGwigan indicated that he had no organization; one indicated that his organization was not involved. Ten McGwigan RP's did not respond. Percentages are based on the total number of coded responses.

TABLE C-106

PROPORTION OF RP's WHO THINK THAT THEIR ORGANIZATIONS WILL CONTINUE WORKING WITH THE CAREER EDUCATION PROGRAM DURING THE NEXT FEW YEARS

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Organization will continue	30	86	8	89
Organization will not continue	1	3	1	11
Don't know	4	11	0	0
n	= 35		= 9	

TABLE C-107

PROPORTION OF RESOURCE PERSONS WHO THINK THEY WILL CONTINUE WORKING WITH THE CAREER EDUCATION PROGRAM IF THEIR ORGANIZATIONS CONTINUE

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
RP will continue working with the program	33	94	8	89
RP will not continue working with the program	1	3	1	11
Don't know	1	3	0	0
	n = 35		n = 9	

TABLE C-108

IF THE EXPERIENCE SITE ORGANIZATIONS CONTINUE TO PARTICIPATE IN THE CAREER EDUCATION PROGRAM, AT WHAT LEVEL WILL THEY CONTINUE?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Anticipated level of future organizational involvement:				
Continue with about the same number of students	28	80	3	33
Continue with more students	6	17	5	56
Continue with fewer students	1	3	0	0
Organization will not continue	0	0	1	11
	n = 35		= 9	

TABLE C-109

WHAT DIFFICULTIES WOULD THE EXPERIENCE SITE ORGANIZATIONS EXPERIENCE IF THEY WERE TO ATTEMPT TO INCREASE THE NUMBER OF CAREER EDUCATION STUDENTS THEY DEAL WITH?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan				KCSS			
	Would apply		Would not apply		Wld apply		Wld not apply	
	f	%	f	%	f	%	f	%
Difficulty:								
Lack of personnel to work with students	19	54	16	46	5	56	4	44
Lack of time to deal with students	18	51	17	49	5	56	4	44
Lack of space	11	31	24	69	1	11	8	89
Lack of equipment or facilities	7	20	28	80	0	0	9	100
Disruption of on-going work	5	14	30	86	3	33	6	67
Problems in implementing the program	3	19	32	91	0	0	9	100
Lack of funds to apply to program	0	0	35	100	0	0	9	100
Labor union problems	0	0	35	100	0	0	9	100
Other	6	17	29	83	1	11	8	89
	n = 35				n = 9			

TABLE C-110

HOW MANY STUDENTS MIGHT THE EXPERIENCE SITE ORGANIZATIONS BE ABLE TO HANDLE?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Number of Students:				
One to two	20	57	6	67
Three to four	7	20	1	11
Five to ten	6	17	0	0
More than ten	1	3	1	11
Don't know	1	3	1	11
No response	0	0	1	11
	n = 35		n = 9	

TABLE C-111

PROPORTION OF RESOURCE PERSONS WHO WOULD RECOMMEND THE EBCE PROGRAM TO OTHER RESOURCE ORGANIZATIONS FOR THEIR POTENTIAL INVOLVEMENT

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
RP would recommend, without reservation	22	63	8	89
RP would recommend, but with reservation	12	34	0	0
RP would not recommend	1	3	1	11
	n =35		n =9	

NOTE: None of the RP's who would not recommend the program or who had reservations about recommending it, indicated any specific changes that could be made in the program such that they would be willing to recommend in favor without reservation. Most indicated that they didn't know enough about it to recommend it.

TABLE C-112

WHAT DO RESOURCE PERSONS CONSIDER TO BE THE SINGLE GREATEST STRENGTH OF THE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Direct experience in the community, on the job; realistic learning experience; exploration of careers, job; contact with the "real world"; contact with adults outside school	19	46	6	55
Varied activities; wider opportunities; broad range of experiences	3	7	0	0
Learns job skills	3	7	2	18
Staff; people—LC's, RP's, tutors, etc.; relations between staff and students; cooperative atmosphere	3	7	0	0
Improves learning; academic accomplishment	2	5	0	0
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	1	2	0	0
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	1	2	2	18
Gives students responsibility; encourages independence; self-reliance; helps them mature	1	2	0	0
Other	5	12	1	9
Don't know; not sure; undecided; no opinion	2	5	0	0
Number of responses	= 41		= 11	
Number responding	= 35		= 9	

NOTE: Some RP's gave responses that could be coded into more than one of the above categories. Percentages are based on the total number of coded responses.

TABLE C-113

WHAT DID THE RP's THINK WERE THE SINGLE GREATEST WEAKNESSES OF THE EBCE PROGRAM?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Poor coordination, organisation; lack of follow-through by staff; lack of feedback; lack of contact between RP's and EBCE staff	11	28	1	11
Not enough student time at site	5	13	1	11
Not enough supervision; supervision is too lax	4	10	0	0
None; can't think of anything	4	10	0	0
Limited resources; staff too small; job sites too few; program unable to accommodate everyone	3	8	0	0
Students are not challenged	2	5	0	0
Students have too much idle time	1	3	1	11
Poor transportation	1	3	0	0
Selection of students should be more rigorous	1	3	1	11
Students are too highly selected; not enough average students in the program	1	3	0	0
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	0	0	2	22
Students miss out on regular school activities; no P.E.	0	0	1	11
Other	6	15	1	11
Not in a position to judge; don't know	1	3	1	11
Number of responses	= 40		= 9	
Number responding	= 35		= 9	

NOTE: Some RP's gave answers that could be coded into more than one of the above categories. Percentages are based on the total number of coded responses.

TABLE C-114a

PROPORTION OF RESOURCE ORGANIZATIONS WHICH ARE INVOLVED IN EDUCATIONAL PROGRAMS, OTHER THAN EBCE, WHICH DEAL WITH HIGH SCHOOL STUDENTS

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Resource organizations are involved in other educational programs	19	54	2	22
Resource organizations are not involved in other educational programs	16	46	7	78
	n = 35		= 9	

TABLE C-114b

WHAT ARE THE EDUCATIONAL PROGRAMS (OTHER THAN EBCE) WITH WHICH THE RESOURCE ORGANIZATIONS ARE INVOLVED?

Distribution of Coded Free Responses

McGwigan School and KCSS

	McGwigan		KCSS	
	f	%	f	%
Cooperative work program; work orientation program; work experience program; intern program	6	35	1	50
Entire program of the organization is educational (e.g., museum, youth orchestra, Lawrence Hall of Science)	2	12	0	0
Tours, open houses for students	1	6	0	0
Neighborhood Youth Corps (NYC)	1	6	0	0
Agricultural Program (Voc-ag, FFA, 4-H)	1	6	0	0
Lectures, presentations in schools	0	0	1	50
Other	6	35	0	0
Number of responses	= 17		= 2	
Number responding	= 16		= 2	

NOTE: Only those RP's who indicated that their organization was involved with a program other than EBCE were asked to respond. Three McGwigan RP'd did not respond, and one indicated involvement with two programs other than EBCE. Percentages are based on total number of coded responses.

TABLE C-115

WHAT ARE THE ACTIVITIES THAT RP'S ENGAGE IN WITH THE STUDENTS THEY DEAL WITH?

Frequency and Percent of RP Responses

McGwigan School and KCSS

	McGwigan School						KCSS					
ACTIVITY	ACTIVITY IS ENGAGED IN		ACTIVITY IS NOT ENGAGED IN		NO RESPONSE		ACTIVITY IS ENGAGED IN		ACTIVITY IS NOT ENGAGED IN		NO RESPONSE	
	f	%	f	%	f	%	f	%	f	%	f	%
Familiarizing students with equipment used in the organization	34	97	0	0	1	3	8	89	1	11	0	0
Talking about job opportunities in the career area	33	94	1	3	1	3	9	100	0	0	0	0
Discussing with students the kinds of skills and training necessary to enter certain careers or career areas	33	94	0	0	2	6	9	100	0	0	0	0
Talking about the activities which go on within the resource organization	32	91	2	6	1	3	8	89	1	11	0	0
Teaching students to perform specific job-related tasks within the organization	31	89	3	9	1	3	8	89	1	11	0	0
Exposing students to tasks which require them to use their interpersonal skills	29	83	3	9	3	9	8	89	1	11	0	0
Discussing with students the characteristics of various jobs within the career area the students seem to be interested in	29	83	3	9	3	9	9	100	0	0	0	0

TABLE C-115 (continued)

Evaluating individual students' plans and products	26	74	8	23	1	3	7	78	2	22	0	0
Exposing students to tasks which require them to use their reading skills	25	71	9	26	1	3	6	67	3	33	0	0
Giving tasks to students which require them to assume responsibility for their work	24	69	9	26	2	6	7	78	2	22	0	0
Referring students to other agencies or people that RP's know who can provide additional information in the student's area of interest	22	63	12	34	1	3	3	33	6	67	0	0
Discussing the student's personal problems	20	57	13	37	2	6	8	89	1	11	0	0
Exposing students to tasks which require them to use their writing skills	20	57	13	37	2	6	5	56	4	44	0	0
Helping plan student project activities	19	54	14	40	2	6	3	33	5	56	1	11
Exposing students to tasks which require them to use their mathematics skills	18	51	15	43	2	6	6	67	3	33	0	0
Advising students about activities not related to the organization	18	51	15	43	2	6	3	33	6	67	0	0
Asking students to evaluate their own work	14	40	18	51	3	9	2	22	7	78	0	0
Inviting students to business or professional meetings that RP's attend	13	37	20	57	2	6	3	33	6	67	0	0

n = 35

n = 9

TABLE C-116

DID THE RP'S NOTICE ANY CHANGES IN THE STUDENTS WITH WHOM THEY WORKED?

Frequency and Percent of RP Responses

McGwigan School and KCSS

Area of Change

RP Perceived Change	Self-confidence				Ability to ask Questions				Ability to Respond to Questions or Directions				Ability to take the initiative				Reliability			
	McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS		McGwigan		KCSS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Insufficient length of time spent to make judgments	1	3	1	11	4	11	1	11	2	6	1	11	1	3	2	22	8	23	1	11
Generally a great improvement	13	37	2	22	14	40	2	22	10	29	0	0	13	37	1	11	5	14	0	0
Generally a slight improvement	15	43	3	33	12	34	3	33	18	51	5	56	13	37	3	33	6	17	2	22
No appreciable change noticed	5	14	2	22	4	11	2	22	3	9	3	33	5	14	3	33	14	40	6	67
Generally a slight decrease	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generally a great decrease	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No response	1	3	1	11	1	3	1	11	2	6	0	0	3	9	0	0	2	6	0	0
	n=35		n= 9		n=35		n= 9		n=35		n=9		n=35		n= 9		n=35		n= 9	

APPENDIX D

Data Tables in Support of Chapter 4, Volume VI

Far West School

Current Student Data

TABLE D-1

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED EBCE PROGRAM GENERATED EXPERIENCES

Far West School

	First Year				Second Year			
	First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%
Three or more experience sites for periods of time								
Two experience sites for extended periods of time	1	3	1	3	2	12	1	9
One experience site for extended periods of time	6	15	1	3	7	41	4	36
Two or more extended experience sites plus one or more visits to other sites	0	-	0	-	0	-	0	-
One extended experience site plus one or more short visits to other sites	3	8	4	12	3	18	2	18
One site for 10-20 hours	6	15	0	-	0	-	0	-
Several orientation or exploration visits to different sites	4	10	0	-	0	-	0	-
One orientation or exploration visit	7	18	8	24	0	-	0	-
Formal classes in other schools, church, etc.	1	3	1	3	1	6	2	18
Other or uncodable	0	-	1	3	0	-	0	-
No program generated experiences	12	30	17	52	4	24	2	18
Total number of responses	40		33		17		11	

TABLE D-2

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED LEARNING CENTER OR SCHOOL ACTIVITIES

Far West School

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Two or more activities involving center or school staff	2	5	1	3	4	13	6	24				
One or more field trips	NA		NA		4	13	1	4	NA		NA	
One activity or class involving teacher or center staff member	1	3	0	--	1	3	0	--				
Talk with counselor, teacher or center staff member	4	10	3	9	1	3	1	4				
One activity or class with detail	2	5	2	6	2	6	3	12	1	6		
One activity or class with no detail	3	8	0	--	5	16	6	24	1	6	1	9
Activity or class involving outside speaker	0	--	0	--	2	6	0	--	0	--	0	--
Related class prior to EBCE application	2	5	1	3	2	6	2	8	1	6	1	9
Other or uncodable	0	--	2	6	2	6	0	--	0	--	0	--
No school or center activity	26	65	25	74	9	28	6	24	14	82	9	82
Total number of responses	40		34		32		25		17		11	

t-tests of percents saying "No activities", experimental minus control
First choice, t=3.38, p=.001; Second Choice, t=4.39, p < .001

TABLE D-3

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT CAREER RELATED NON-SCHOOL EXPERIENCES

Far West School

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
One site with adult involvement for an extended period of time	5	13	5	15	7	22	8	31	3	18	1	9
Formal classes in other schools, church, etc.	6	15	1	3	3	9	2	8	0	-	2	18
Leisure time or hobby activities	4	10	3	9	6	19	5	19	2	12	2	18
Made or did something in home	3	8	2	6	3	9	2	8	2	12	0	-
Talked with adult	4	10	3	9	6	19	2	8	2	12	0	-
Talked with family member	3	8	2	6	1	3	0	-	1	6	2	18
Career related job	3	8	0	-	0	-	0	-	2	12	1	9
Other or uncodable	1	3	1	3	0	-	0	-	0	-	0	-
No related non-school experiences	11	28	16	47	6	19	7	27	5	29	3	27
Total number of responses	40		34		32		26		17		11	

t-tests of percent saying "No activity", experimental minus control:

First choice, t = 0.91, p = .36
Second choice, t = 1.61, p = .11

TABLE D-4

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED READING

Far West School

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
At least two titled books plus other books, pamphlets, etc.	2	5			1	3	1	4	4	24	3	27
At least two titled books	2	5	2	6	0	0	0	-	0	0	0	-
One titled book plus other books, pamphlets, magazines, etc.	7	18	2	6	4	13	1	4	5	29	0	-
One book titled	2	5	2	6	2	6	0	-	1	6	0	-
Magazines, pamphlets, career guides, etc.	1	3	0	-	0	-	0	-	0	-	0	
Magazines only	3	8	1	3	5	16	1	4	0	-	1	9
Pamphlets and career guides only	1	3	6	18	5	16	2	8	0	-	0	-
Reading, but with no detail	11	28	8	24	6	19	10	42	4	24	5	45
Other or uncodable	4	10	0	-	0	-	0	-	1	6	1	9
No reading	7	18	13	38	9	28	9	38	2	12	1	9
Total number of responses	40		34		32		24		17		11	

Chi-squared tests comparing experimental and control groups with grouping to obtain theoretical frequencies of at least 5.

First choice, chi-square = 1.63, dof = 2, $.50 > p > .30$
Second choice, chi-square = 1.18, dof = 2, $.70 > p > .50$

TABLE D-5

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT OUTCOMES OR ACCOMPLISHMENTS OF CAREER RELATED ACTIVITIES

Far West School

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Individual or group prepared product resulting from activity	13	33	6	18	7	23	6	25	6	35	4	36
Term papers, reports on experiences of activities required by school	4	10	3	9	1	3	3	13	5	29	4	36
Specific learning or skill improvement	0	-	4	12	0	-	1	4	0	-	0	-
Specific statement of new or revised plans	7	18	1	3	8	26	2	8	3	18	1	9
Other or uncodable	1	3	0	-	1	3	0	-	0	-	0	-
No outcomes or accomplishments	15	38	19	58	14	45	12	50	3	18	2	18
Total number of responses	40		33		31		24		17		11	

t-tests of percent saying "No outcomes", experimental minus control:

First choice, t = -0.59, p=.55
Second choice, t = +.60, p=.55

TABLE D-6

DISTRIBUTIONS OF CAREER FOCUS AND EXPERIENCE RATINGS

Far West School

	First Year				Second Year	
	Experimental		Control			
Coding Categories	f	%	f	%	f	%
Two careers of interest, relevant experiences for both	3	8	9	28	6	35
Two careers of interest, relevant experiences for one	7	18	4	13	2	12
One career of interest, relevant experience	5	13	3	9	3	18
One career of interest prior to EBCE application, relevant experience	2	5	1	3	1	6
Interests pursued without career focus, relevant experience	3	8	1	3	2	12
Avocational interest or hobby pursued on student initiative	4	10	2	6	0	0
Potential career interest, but little or no experience	9	23	7	22	1	6
No career focus, but some potentially useful experience	1	3	2	6	0	-
No career focus, no experience, no thought about career planning	5	13	3	9	0	-
Confusion about careers, little or no experience that might be helpful	0	-	0	-	0	-
Inadequate information to categorize	1	3	0	-	2	12
Total number of responses	40		32		17	

TABLE D-7

DISTRIBUTIONS OF CODED FREE RESPONSE REASONS FOR OR AGAINST REAPPLYING FOR ADMISSION TO EBCE PROGRAM

Far West School

	EBCE Program												Conventional School Program											
	Positive						Negative						Positive						Negative					
	Exper.		Control		2nd Year		Exper.		Control		2nd Year		Exper.		Control		2nd Year		Exper.		Control		2nd Year	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lack of rigid structure and freedom to learn what you want to	13	52	4	13	5	45	1	4											4	16			1	9
Characteristics of staff and relationships	3	12	1	3	1	9	2	8	2	7	2	18							3	12			1	9
Lack of pressure from grades, tests	2	8			2	18													1	4	1	3		
More attention to individual students																								
Opportunity to explore careers/jobs	7	28	12	40	2	18									1	3								
Need for college preparation	1	4									1	9			4	13								
Greater independence and need for individual responsibility	5	16	1	3	6	55																		
New and different activities					1	9	1	4													1	3	2	18
Potential drop-out																			1	4	1	3	1	9
Opportunities to meet new or different people	1	4	1	3											1	3			1	4				
Opportunity to see what adult world is like	2	8			1	9																		
Make new friends or give up friends																								
Social life, dances, etc.	1	4			1	9	1	4			1	9			1	3			1	4			1	9
Miscellaneous and general statements of positive and negative feelings	8	32	9	30	3	27	1	4	2	7					1	3			3	12	6	20	2	18
Other or uncodable	6	24	2	7	—		1	4	—		5	45	2	8	2	7			1	4	2	7	—	
Total number of responses	49		30		22		7		4		9		2		10				15		11		8	

Total number of respondents: First year experimental = 25; First year control = 30; Second year = 11

TABLE D- 8

PERCENTS OF STUDENTS CHOOSING SCORABLE CAREERS/JOBS

Far West School

Scoring Keys	Experimental Choices			Control Choices			Second year Choices		
	1st	2nd	Both	1st	2nd	Both	1st	2nd	Both
Engineers-All Kinds		3	1	6		4			
Medical-Dental Doctors	3		1		5	2			
Registered Nurse		6	3	3		2			
Veterinary Medicine Doctor					5	2	7	9	8
Accountant	8		4	3		2			
Business Administration/Mgmt.									
School Counselor	5		3						
Social Worker	3	3	3	3		2		9	4
Teacher-All Kinds	5	3	4	9	9	9	13	9	12
Journalist		6	3						
Lawyer	3	9	6	3	9	6	13		8
Psychologist	3		1		5	2		9	4
Artist-Commercial	5		3	3		2	7		4
Artist-Free Lance	3		1		9	4			
Musician-Vocal and Instrumental	8	9	8	3	5	4		9	4
Theater-Actor and Stage Craft		3	1		5	2		9	4
Computer Operator, Keypunch	5	6	6	3	5	4	7	9	8
Computer Programmer									
Electronics Technician	3	3	3						
Laboratory Technician									
Photographer				3		2	13	9	12
Physiotherapist	3		1						
Veterinary Assistant	3		1				7		4
X-Ray Technician	3	6	4						
Proprietor		6	3	3		2			
Sales and Sales Clerk				3		2			
Auto Mechanic	5	3	4				7		4
Welder							7		4
Carpenter		3	1		5	2			
Secretary-General and Special	10	3	7	3		2			
Typist		3	1	3	5	4			
Policeman or Policewoman				3	5	4			
Truck Driver, Heavy Equip. Op.	3	3	2	3		2			
Beautician, Hairdresser	3		1	9		6			
Disc Jockey	3		1						
Forester, Game warden		3	1						
Stewardess		3	1	6		4			
No Key	20	13	17	25	32	28	20	27	23
Number of Choices	40	32	72	32	22	54	15	11	26

TABLE D-9

COUNTS OF STUDENTS' FIRST CAREER CHOICES GROUPED BY PROJECT TALENT CAREER GROUPS

Far West School

Career Groups	Experimental						Control						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Engineering, Physical Science Mathematics and Architecture	1	6	1	5	2	5	1	8	1	5	2	6	2	7	2	5	4	6
Medical and Biological Sciences	1	6	0	-	1	3	1	8	1	5	2	6	2	7	1	2	3	4
Business Administration	1	6	2	9	3	8	0	-	1	5	1	3	1	3	3	7	4	6
Teaching and Social Sciences	0	-	5	23	5	13	1	8	4	21	5	16	1	3	9	22	10	14
Humanities, Law, Social and Behavioral Sciences	2	11	1	5	3	8	0	-	1	5	1	3	2	7	2	5	4	6
Fine Arts, Performing Arts	5	28	1	5	6	15	3	25	0	-	3	10	8	27	1	2	9	13
Technical Jobs	3	17	2	9	5	13	1	8	2	11	3	10	4	13	4	10	8	11
Proprietors, Sales	0	-	0	-	0	-	1	8	0	-	1	3	1	3	0	-	1	1
Mechanics, Industrial Trades	2	11	0	-	2	5	0	-	0	-	0	-	2	7	0	-	2	3
Construction Trades	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Secretarial-Clerical, Office Workers	0	-	5	23	5	13	1	8	3	16	4	13	1	3	8	20	9	13
General Labor, Community and Public Service	1	6	1	5	2	5	1	8	2	11	3	10	2	7	3	7	5	7
Not Assignable to Groups	2	11	4	18	6	15	2	17	4	21	6	19	4	13	8	20	12	17
Total	18		22		40		12		19		31		30		41		71	

TABLE D-10

COUNTS OF STUDENTS CITING VARIOUS CONSIDERATIONS IN CAREER CHOICE AS CODED FROM FREE RESPONSES

Far West School

Considerations	Exper.		Control		Second Year	
	f	%	f	%	f	%
Personal Interests, Abilities						
Interest in and enjoyment of the work	30	75*	20	65	10	63
Attitude toward academic preparation	11	28	3	10	4	25
Preference for challenging work	1	3	3	10	4	25
Enjoyment in helping people	7	18	4	13	3	19
Enjoyment in meeting different people	9	23	7	23	2	13
Having abilities required for job	15	38	14	45	10	63
Enjoyment in working with hands; making things	3	8	3	10	2	13
Career/Job Requirements						
Money required to prepare for career						
Working environment and conditions	5	13	6	19	1	6
Amount of supervision required	0	-	2	6	1	6
Opportunities and requirements for travel	2	5	3	10	0	-
Location of job	0	-	1	3	0	-
Opportunities and Rewards						
Money and other benefits for work	18	45	15	48	6	38
Intrinsic rewards in job	11	28	7	23	0	-
Employment opportunities	9	23	3	10	6	38
Chances for advancement	2	5	1	3	2	13
Miscellaneous (1)	8	21	3	9	3	19
Uncodable Responses	4	10	2	6	1	6
Total number of students (2)	40		31		16	
Sub-totals for Classes of Considerations						
Personal Interests and Abilities	76	56	54	56	35	64
Career/Job Requirements	7	5	12	12	2	4
Opportunities and Rewards	40	30	26	27	14	25
Miscellaneous	8	6	3	3	3	5
Uncodable	4	3	2	2	1	2
Total number of responses (3)	135		97		55	

---

*The difference between the percents for the experimental and control groups is statistically significant (p = .05).

Notes: (1) Includes: parental influence: influential person other than parents, chance to use what has been learned: and knowing more about one job than another.

(2) This is the base used to compute percentages for the coding categories above.

(3) This is the base used to compute percentages for the sub-totals for the classes of categories.

TABLE D-11

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO INTEREST

Far West School

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First Year Experimental	f	2	15	11	10	1	39	4.4	2.6
	%	5	38	28	26	3			
First Year Control	f	5	9	12	5	1	32	4.1	2.9
	%	16	28	38	16	3			
Second Year EBCE	f	1	8	5	3	0	17	3.7	2.3
	%	6	47	29	18	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 1.12 df = 2 .70 > p > .50

Interval groupings: 0-3, 4-6, 7-12

TABLE D-12

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO KNOWLEDGE

Far West School

		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First Year Experimental	f	3	17	9	10	0	39	3.8	2.6
	%	8	44	23	26	-			
First Year Control	f	7	9	6	8	2	32	4.1	3.4
	%	22	28	19	25	6			
Second Year EBCE	f	6	7	2	1	1	17	2.4	3.0
	%	35	41	12	6	6			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 4.01 df = 3 .30 > p > .20

Interval groupings: 0, 1-3, 4-6, 7-12

TABLE D-13

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS HIGH INTEREST AND KNOWLEDGE

Far West School

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First Year Experimental	f	12	18	7	2	0	39	1.9	2.0
	%	31	46	18	5	-			
First Year Control	f	10	16	4	0	2	32	2.2	2.6
	%	31	50	12	0	6			
Second Year EBCE	f	0	13	4	0	0	17	2.6	1.6
	%	-	76	24	-	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 0.21 df = 2 p = .90

Interval groupings: 0, 1-3, 4-12

TABLE D-14

DISTRIBUTIONS OF CORRECT CAREER REQUIREMENTS SCORES

Far West School

	Correct Necessary						Correct Not Necessary					
Percent Scores	Exper.		Control		2nd Year		Exper.		Control		2nd Year	
	f	%	f	%	f	%	f	%	f	%	f	%
90-99	6	16	2	7	0	-	0	-	0	-	0	-
80-89	8	21	5	18	5	33	4	13	0	-	1	8
70-79	8	21	0	0	6	40	0	0	2	8	0	0
60-69	4	10	5	18	3	20	4	13	4	15	1	8
50-59	2	5	5	18	0	0	0	0	2	8	2	15
40-49	5	13	3	11	0	0	9	29	2	8	0	0
30-39	3	8	6	21	0	0	4	13	3	12	2	15
20-29	1	3	0	0	1	7	5	16	1	4	3	23
10-19	0	0	0	0	0	-	3	10	5	19	4	31
0- 9	1	3	2	7	0	-	2	6	7	27	0	-
N	38		28		15		31		26		13	
Mean	67		55		71		41		31		36	
Std. Dev.	22		24		16		23		26		22	

Exper. vs. Control

Correct Necessary	Correct Not Necessary
${}^{t}(\bar{X}_E - \bar{X}_c) = 2.01$	${}^{t}(\bar{X}_E - \bar{X}_c) = 1.55$
$p = .018$ (one tail)	$p = .06$ (one tail)

TABLE D-15

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED HIGH CONSISTENT WITH PERCEIVED NECESSARY CAREER REQUIREMENTS

Far West School

No. of Characteristics	Experimental		Control		Second Year	
	f	%	f	%	f	%
25+	2	5	0	-	0	-
21-24	0	-	1	3	0	-
17-20	0	-	0	-	4	24
13-16	1	3	1	3	2	12
9-12	7	18	8	25	1	6
5-8	17	43	12	38	5	29
1-4	9	23	9	28	2	12
0	4	10	1	3	3	18
N	40		32		17	
Mean	6.8		6.7		8.7	
Std. Dev.	6.3		4.4		6.9	

Experimental vs control

$t_{70} = 0.11$ $p = .48$ (one tail)

TABLE D-16

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED LOW CONSISTENT WITH PERCEIVED NOT NECESSARY CAREER REQUIREMENTS

No. of Charact.	Experimental		Control		Second Year	
	f	%	f	%	f	%
13-14	0	-	0	-	0	-
11-12	0	-	0	-	0	-
9-10	1	3	0	-	0	-
7-8	0	-	1	3	1	6
5-6	8	20	4	13	2	12
3-4	8	20	5	16	3	18
1-2	13	33	10	31	4	24
0	10	25	12	38	7	41
N	40		32		17	
Mean	2.6		1.9		1.9	
Std. Dev.	2.3		2.2		2.3	

Experimental vs control

$t_{70} = 1.33$ $p = .09$ (one tail)

TABLE D-17

PERSONAL CHARACTERISTICS ON WHICH SELF-REPORTED POSITIVE CHANGE WAS INDICATED WITH HIGH AND LOW FREQUENCY

Far West School

Characteristics	Positive Change Indicated						Negative Change Indicated					
	Exp.		Cont.		2nd Yr.		Exp.		Cont.		2nd Yr.	
	f	%	f	%	f	%	f	%	f	%	f	%
High Frequency Positive Change												
Use of resource and reference materials	27	68*	10	31	12	71	1	3	2	6	0	-
Planning and organization of time	27	68*	12	38	14	82	3	8	3	9	1	6
Self-discipline	27	68*	14	44	16	94	1	3	4	13	1	6
Low Frequency Positive Change												
Mathematical comprehension	14	35	8	25	8	47	6	15	3	9	1	6
Spatial ability	10	25	7	22	10	59	3	8	3	9	2	12
Memorization	13	33	14	44	7	41	3	8	1	3	0	-
Manual dexterity	8	20	5	16	10	59	1	3	1	3	0	-
General creativity	12	30	9	28	10	59	1	3	2	6	0	-
Artistic ability - creativity	10	25	10	31	9	53	4	10	4	13	3	18
Musical ability - creativity	12	30	11	34	6	35	3	8	3	9	3	18
Dramatic ability - creativity	6	15	4	13	6	35	2	5	4	13	3	18
Mechanical ability - creativity	7	18	7	22	5	29	2	5	5	16	4	24
Persuasive skills	10	25	7	22	8	47	0	-	1	3	1	6
Willingness to conform to standards of dress	12	29	11	34	2	12	2	5	3	9	4	24
Number of students	40		32		17		40		32		17	
Number of responses, listed characteristics	195		129		123		32		39		23	
Number of responses, other characteristics	315		229		174		29		30		20	
Total number of responses	510		358		297		61		69		43	
Average number of responses	12.8		11.2		17.4		1.5		2.2		2.5	
Percent of possible responses	42.7		37.3		58.0		5.0		7.3		8.3	

High frequency: marked by at least 65% of the experimental group students.
Low frequency: marked by 35% or fewer students in the experimental group.

*Differences between experimental and control group are statistically significant.

TABLE D-18

DISTRIBUTION OF CAREER PLANNING ATTITUDE RATINGS

Far West School

	First Year				Second Year	
	Exper.		Control			
Rating	f	%	f	%	f	%
(High) 1	0	-	1	3	2	15
2	7	27	5	16	4	31
3	8	31	8	26	7	54
4	7	27	9	29	0	-
5	1	4	3	10	0	-
6	2	8	5	16	0	-
7	1	4	0	-	0	-
N	26		31		13	

Chi square, experimental vs control

$\chi^2 = 1.23$ dof = 3; $.80 > p > .70$

Interval groupings: 1-2, 3, 4, 5-7

TABLE D-19

DISTRIBUTION OF ORAL COMMUNICATION SKILLS RATINGS

Far West School

	First Year				Second Year	
	Exper.		Control			
Rating	f	%	f	%	f	%
(High)1	5	13	2	6	1	6
2	20	50	9	28	6	35
3	12	30	17	53	8	47
(Low)4	3	8	4	13	2	12
N	40		32		17	

Chi square, experimental vs control

$\chi^2 = 5.63$; dof = 1 ; .02>p>.01

Interval groupings: 1-2, 3-4

TABLE D-20

DISTRIBUTIONS OF CTBS READING COMPREHENSION SCORES

Far West School

	Pretest						Posttest					
	First Year				Second Year		First Year				Second Year	
	Exper.		Cont.				Exper.		Cont.			
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	0	-	0	-	0	-	0	-
800-899	1	99	0	-	0	-	0	-	1	99	0	-
700-799	8	91	4	96	8	87	6	95	3	95	6	90
600-699	10	75	8	85	8	61	12	79	11	82	11	63
500-599	24	45	17	62	11	31	21	49	19	55	10	29
400-499	13	12	16	31	4	6	14	18	17	21	3	8
300-399	0	-	7	10	0	-	3	3	3	3	1	2
200-299	0	-	2	2	0	-	0	-	0	-	0	-
N	56		54		31		56		54		31	
Mean	570		510		612		561		555		614	
Std. Dev.	107		116		98		98		95		102	

Analysis of Covariance

	Adjusted Means	Regression Slopes
Experimental	541	.72
Control	575	.62
Test of means:	$F_{1,107} = 7.48$	p = .007
Test of slopes	$F_{1,106} = 1.02$	p = .32

TABLE D-21

DISTRIBUTIONS OF CTBS ARITHMETIC CONCEPTS SCORES

Far West School

	Pretest						Posttest					
	First Year				Second Year		First Year				Second Year	
	Exper.		Cont.				Exper.		Cont.			
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	1	98	0	-	0	-	0	-
800-899	0	-	0	-	0	97	1	99	1	99	0	-
700-799	3	97	2	98	4	90	6	93	4	94	4	94
600-699	10	86	10	87	10	68	8	80	10	81	10	71
500-599	21	58	14	65	8	39	23	53	16	57	9	40
400-499	20	21	23	31	7	15	17	17	20	24	8	13
300-399	2	2	4	6	1	2	0	2	2	4	0	-
200-299	0	-	1	1	0	-	1	1	1	1	0	-
N	56		54		31		56		54		31	
Mean	537		511		591		554		544		587	
Std. Dev.	89		101		120		99		111		97	

Analysis of Covariance

	Adjusted Means	Regression Slopes
Experimental	542	
Control	556	
Test of means:	$F_{1,107} = 1.53$	$p = .22$
Test of slopes	$F_{1,106} = 0.3$[illegible]	$p = .57$

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TABLE D-22

DISTRIBUTIONS OF CTBS ARITHMETIC APPLICATIONS SCORES

Far West School

	Pretest						Posttest					
	First Year				Second Year		First Year				Second Year	
	Exper.		Cont.				Exper.		Cont.			
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	1	98	0	-	0	-	0	-
800-899	1	99	0	-	0	97	0	-	0	-	0	-
700-799	3	96	4	96	4	90	5	96	3	97	3	95
600-699	12	82	5	88	11	66	8	84	9	86	12	71
500-599	14	59	19	66	12	29	23	56	23	56	12	32
400-499	21	28	18	31	3	5	15	22	17	19	3	8
300-399	5	4	8	7	0	-	5	4	2	2	1	2
200-299	0	-	0	-	0	-	0	-	0	-	0	-
N	56		54		31		56		54		31	
Mean	537		509		619		542		533		592	
Std. Dev.	101		99		100		106		82		85	

Analysis of Covariance

	Adjusted Means	Regression Slopes
Experimental	531	0.91
Control	547	0.67

Test of means: $F_{1,107} = 1.62$ $p = .21$

Test of slopes $F_{1,106} = 5.86$ $p = .017$

Parent Data

TABLE D-23

WHAT RELATIONSHIP WERE THE PARENTS RESPONDING TO THEIR SONS OR DAUGHTERS ATTENDING FAR WEST SCHOOL?

Frequency and Percent of Parents' Responses

Far West School

	f	%
Mother	76	78
Father	18	19
Stepfather	2	2
Stepmother	0	0
Legal Guardian	1	1
	number of responses = 97	

NOTE: In 19 instances, two parents jointly completed the questionnaire. Percentages are based on the total number of responses.

TABLE D-24

HOW WELL DO PARENTS FEEL THAT THE FAR WEST SCHOOL COMPARES OVERALL WITH THE PAST SCHOOL EXPERIENCES OF THEIR SONS OR DAUGHTERS?

Frequency and Percent of Parents' Responses

Far West School

	f	%
It is much better	47	60
It is somewhat better	20	26
It is about the same	4	5
It is somewhat worse	2	3
It is much worse	1	1
No opinion	3	4
No response	1	3
	n = 78	

TABLE D-25

HOW WELL DO PARENTS THINK THEIR SONS OR DAUGHTERS LIKE THE FAR WEST SCHOOL COMPARED WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

Far West School

	f	%
Much better	60	77
Somewhat better	13	17
About the same	3	4
Somewhat less	0	0
Much less	1	1
No opinion	0	0
No response	1	1
	n = 78	

TABLE D-26

HOW DO PARENTS THINK THE AMOUNT OF LEARNING THEIR SONS OR DAUGHTERS ARE GETTING AT THE FAR WEST SCHOOL COMPARES WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

Far West School

	f	%
Learning much more	43	55
Learning somewhat more	18	23
Learning about the same	4	5
Learning somewhat less	3	4
Learning much less	4	5
No opinion	4	5
No response	2	3
	n = 78	

TABLE D-27

WHAT DO THE PARENTS THINK ARE THE GREATEST STRENGTHS OF THE FAR WEST SCHOOL?

Distribution of Coded Free Responses

Far West School

	f	%
Gives students responsibility; encourages independence, self-reliance; helps them mature	18	21
Direct experience in the community, on the job; realistic learning experience; exploration of careers, jobs; contact with the real world; contact with adults outside school	12	14
Varied activities; wider opportunities; broad range of experiences	8	9
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	8	9
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	8	9
Staff; people--LC's, RP's, tutors, etc; relations between staff and students; cooperative atmosphere	8	9
Small size; not overcrowded; students get individual attention	8	9
Other	7	8
"No Comment", undecided; no opinion	8	9

number of responses = 85

NOTE: Two parents did not respond to this question. Of the remaining parents (n = 76), several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE D-28

WHAT DO THE PARENTS THINK ARE THE GREATEST WEAKNESSES OF THE FAR WEST SCHOOL?

Distribution of Coded Free Responses

Far West School

	f	&
None; no weaknesses	21	27
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	10	13
Not enough attention to basic skills, poor academic counseling; poor college preparation	8	10
Poor parental understanding; not enough parental involvement	6	8
Not enough supervision; supervision is too lax	5	6
Failure to carry out programs as advertised; misrepresentation	4	5
Students miss out on regular school activities; no PE	4	5
Students have too much idle time	2	3
The school runs for too short a time during the day	1	2
Poor cooperation from Resource Organizations and/or Resource Persons	1	2
Poor transportation	1	2
Limited resources; staff too small; job sites too few; program unable to accomodate everyone	1	2
"No comment"; don't know	10	13
Other	5	6
number of responses =	79	

NOTE: Seven parents did not respond to this question. Of the remaining parents (n = 71), several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE D-29

PROPORTION OF PARENTS WHO WOULD WANT THEIR SONS OR DAUGHTERS TO PARTICIPATE IN THE FAR WEST SCHOOL PROGRAM IF THEY HAD IT TO DO OVER AGAIN

Far West School

	f	%
Would want son or daughter to participate in FWS program	68	87
Would not want son or daughter to participate in FWS program	7	9
Don't care	3	4
	n = 78	

TABLE D-30

HOW OFTEN ARE PARENTS IN CONTACT WTH THE THE FAR WEST SCHOOL IN THE COURSE OF A YEAR?

Frequency and Percent of Parents' Responses

Far West School

	f	%
From three to six times	20	27
From one to two times	16	21
A few times	10	13
Never	10	13
Not very often; rarely; not too often	4	5
Frequently; often	3	4
Bi-weekly	3	4
Once a week	2	3
No response	10	13
	n = 78	

TABLE D-31

WHAT KINDS OF CONTACTS DO PARENTS HAVE WITH THE FAR WEST SCHOOL?

Frequency and Percent of Parents' Responses

Far West School

	Contact made in this manner		No contact made in this manner	
	f	%	f	%
Phone conversations	62	82	14	18
Individual meetings	41	54	35	46
Mailed correspondence - general school information	36	48	40	53
Spoken reports about the performance of son or daughter	26	34	50	66
Group meetings (with other parents)	25	33	51	67
Mailed correspondence - specific information about son or daughter	24	32	52	68
Written reports about the performance of son or daughter	21	28	55	72
Personal observations at the Far West School	20	26	56	74
Personal observations of activities at resource/ community sites	8	11	68	89
Other	10	13	66	87

NOTE: Two parents did not respond to this question. Thus, n = 76. Percentages are based on number responding.

TABLE D-32

PROPORTION OF PARENTS WHO FEEL THEY GET ALL THE INFORMATION THEY WANT ABOUT THE PROGRESS AND PERFORMANCE OF THEIR SONS OR DAUGHTERS AT THE SCHOOL

Far West School

	f	%
All information wanted is received	55	71
Not all information wanted is received	17	22
Not sure	6	8
	n = 78	

TABLE D-33

PROPORTION OF PARENTS WHO FEEL THEY GET ALL THE INFORMATION THEY WANT ABOUT THE SCHOOL IN GENERAL

Far West School

	f	%
All information wanted is received	51	65
Not all information wanted is received	20	26
Not sure	7	9
	n = 78	

TABLE D-34

WHAT DID THE PARENTS HOPE THAT THEIR SONS OR DAUGHTERS WOULD GET OUT OF THE FAR WEST SCHOOL PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
Greater interest in school; motivation; less boredom	20	19
Good education; better learning; better academic performance	15	14
Career or job experience, observation, exploration (general); general job skills; knowledge of job opportunities	11	11
Discipline; responsibility	11	11
Self-reliance; self-confidence	9	9
Sense of accomplishment; challenge; personal satisfaction	9	9
Graduation from high school	6	6
Experience in a specific job or career; specific job skills	6	6
Self-understanding	4	4
Greater understanding of other people	3	3
Selection of a career; a career or job choice; a decision about a career	2	2
Individual attention	2	2
Interesting subject, activities	1	1
"No comment"	2	2
Other	4	4
Number of responses	= 105	

NOTE: One parent did not respond to this question. Many of the remaining parents (n=77) gave responses that could be coded into more than one category. Percentages are based on the number of responses received.

TABLE D-35

WHAT WOULD PARENTS LIKE THEIR SONS OR DAUGHTERS TO DO AFTER GRADUATION?

Distribution of Coded Free Responses

Far West School

	f	%
Go to college	60	66
Whatever son/daughter wants to do	14	15
Enter a specific career or job	5	5
Enter one of the military services	3	3
Get a job; work	3	3
Be happy, satisfied, fulfilled; find self-realization	3	3
Develop further in confidence, self-reliance	2	2
Be challenged, productive, creative	1	1
Number of responses =	91	

NOTE: One parent did not respond. Several of the remaining parents (n = 77) gave responses which fit into more than one category. Percentages are based on the total number of coded responses.

TABLE D-36

IS WHAT PARENTS WOULD LIKE THEIR SONS OR DAUGHTERS TO DO WHAT PARENTS THINK THEY WILL DO AFTER GRADUATION FROM FAR WEST SCHOOL?

Distribution of Coded Free Responses

Far West School

	f	%
Yes; probably	45	63
Don't know; not sure	12	17
No; don't think so; probably not	5	7
Hope so	4	6
Yes, with qualifications (e.g., with proper counseling, if he/she does well	1	1
Other	5	7
Number of responses =	72	

NOTE: Six parents did not respond. Percentages are based on the responses of the remainder (n = 72).

TABLE D-37a

PROPORTION OF PARENTS WHO FEEL THAT PARTICIPATING IN THE FAR WEST SCHOOL PROGRAM HAS CHANGED THEIR SONS OR DAUGHTERS IN ANY WAY

Far West School

	f	%
Participation has caused changes	69	87
Participation has not caused changed	9	12
Don't know	1	1
n =	78	

TABLE D-37b

PROPORTION OF PARENTS WHO FEEL THAT THE CHANGES IN THEIR SONS OR DAUGHTERS CAUSED BY FWS WERE POSITIVE

Far West School

	f	%
Changes were positive	60	94
Changes were negative	4	6
n =	64	

NOTE: Only those parents (n=69) who indicated that changes had occurred were instructed to answer this question. Five of them did not indicate the direction of their offsprings' changes.

TABLE D-37c

WHAT WERE HE CHANGES PARENTS SAW IN THEIR SONS OR DAUGHTERS THAT MIGHT BE A RESULT OF THE FWS PROGRAM?

Distribution of Coded Free Responses

Far West School

Positive Changes:	f	%
Has more confidence, self-assurance; more self-reliant, independent	25	30
Greater interest in school; likes school better; more involved in school; positive attitude toward learning	16	20
Happier, more satisfied, more relaxed, a new person, more patient	10	12
More mature, grown up	9	11
Gets along better with other people; learned to make adult contacts; more outgoing; more tolerant, understanding	6	7
Has greater responsibility; more reliable, dependable; worked harder than before	6	7
Learned about jobs, careers; learned what unskilled jobs were like; has a broader view of the world and jobs	3	4
Has decided on a career; made up his/her mind about the future; has a more definite goal	3	4
Better academic performance; has learned more than before; has come up to higher academic potential; has improved academic skills; better study habits	2	2
Learned about his/her own capabilities	1	1
Other positive change	1	1

Number of responses = 82

NOTE: Sixty-two parents gave responses that could be coded as positive changes. Many gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

Negative Changes:	f	%
Less self-discipline; more irresponsible	2	33
Got false impression of abilities, unrealistic view of achievement	1	17
Poorer performance; worsened study habits; slipped academically	1	17
Other negative change	2	33

Number of responses = 6

NOTE: Four parents gave responses which could be coded as negative changes, two giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE D-38

HOW IMPORTANT DO PARENTS THINK VARIOUS KINDS OF LEARNING ARE?

Frequency and Percent of Parents' Responses

Far West School

	Very important		Somewhat important		Not important		No response	
Kinds of Learning:	f	%	f	%	f	%	f	%
Learning to take responsibility for one's decisions and actions	76	97	1	1	0	0	1	1
Learning how to communicate well with others	76	97	1	1	0	0	1	1
Learning basic academic skills (reading, writing, math)	74	95	3	4	0	0	1	1
Learning about potential careers	67	86	9	12	0	0	2	3

n = 78

TABLE D-39

HOW EFFECTIVE DO PARENTS FEEL THAT THE FAR WEST SCHOOL HAS BEEN IN TEACHING THEIR SONS OR DAUGHTERS VARIOUS THINGS?

Frequency and Percent of Parents' Responses

Far West School

	Very effective		Somewhat effective		Not at all effective		No Response	
	f	%	f	%	f	%	f	%
Learning how to communicate with others	54	69	21	27	2	3	1	1
Learning to take responsibility for one's decisions and actions	53	68	16	21	7	9	2	3
Learning about potential careers	50	64	25	32	2	3	1	1
Learning basic academic skills (reading, writing, math)	38	49	28	36	9	12	3	4

n = 78

TABLE D-40

ACCORDING TO PARENTS, WHAT PROBLEMS HAVE THEIR SONS OR DAUGHTERS ENCOUNTERED AT THE FAR WEST SCHOOL?

Distribution of Coded Free Reponses

Far West School

	f	%
None; no problems	42	62
Student's attendance, commitment; poor understanding of school's expectations and own responsibilities	5	7
Staff deficiencies (e.g., LC unable to help; poor counselor; principal not responsive; inconsistency; poorly trained teachers)	5	7
Not enough structure; too much on his/her own; unable to discipline herself/himself; too much wasted time; unable to organize own time; procrastination; immaturity	4	6
Administrative deficiencies (e.g., poor scheduling of classes; failure to follow schedule; bureaucratic interference)	3	4
Personality clash or conflict; communication problem with staff	2	3
Too little challenge; not enough to do; bored; too easy; wanted more responsibility	1	1
Problems associated with the job site; poor arrangements at the job site; clash with the RP at the job site; poor job site placement	1	1
Transportation	1	1
No comment	1	1
Other	3	4
Number of responses =	68	

NOTE: Eleven parents did not respond to this question. Of the remaining parents (n = 67), one gave a response that could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE D-41

PROPORTION OF PARENTS WHO HAVE BEEN INVOLVED IN ANY PROJECT PLANNING AND DECISION MAKING AT FAR WEST SCHOOL

Far West School

	f	%
No parent involvement in project planning and decision-making	72	92
Parent involvement in project planning and decision making	2	3
No response	4	5
	n = 78	

NOTE: In elaborating on this question, three parents did indicate that they had been involved in the program as Resource Persons, one indicated he had served on the board, and five indicated that their involvement was discouraged or not wanted.

TABLE D-42

WHAT ADDITIONAL COMMENTS DID PARENTS HAVE TO MAKE ABOUT THE FAR WEST SCHOOL PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
General positive statement; pleased; happy with FWS; challenging; rewarding	23	38
Insufficient attention to academic studies; wanted more stress on basic skills; academic standards wer too low; academic requirements for students were too lax	7	11
Students were not kept busy enough; too much unstructured time; structure is too loose; student can't handle the freedom, not responsible enough	4	7
More resources are needed	4	7
FWS is more relaxing; less pressure on students	2	3
General negative statement (e.g., FWS is a shuck)	1	2
Career programs offered were too few; projects and job site activities	1	2
Too much absenteeism, tardiness	1	2
Staff was not responsible, not competent	1	2
Would like more opportunity for parent input; parent involvement was discouraged	1	2
Parents sould be kept better informed of students' progress	1	2
Other positive comment	9	15
Other negative comment	6	10
Number of responses =	61	

NOTE: Thirty-five parents made no additional comments. Many of the remaining parents (n = 43) made comments which could be coded into more than one category. Percentages are based on total number of coded responses.

Former Student Data

TABLE D-43

DESCRIPTIVE INFORMATION ON THE FWL FORMER STUDENTS

Frequency and Percent of Types of Former Students in Sample Interviewed as Reported by the Former Students

Far West School

	f	%
Graduate of FWS	24	80
Student left FWS before graduating:		
Voluntary departure	6	20
Asked to leave	0	0
	n = 30	

TABLE D-44

WHAT WERE THE REASONS BEHIND THE NONGRADUATES' VOLUNTARY DEPARTURES?

Distribution of Free Responses of Nongraduate Former Students

Far West School

	f	%
School was too different; did not like freedom	2	33
Couldn't get credits fast enough; no RP's available	2	33
Family problems; illness	2	33
	n = 6	

TABLE D-45

HOW MUCH TIME DID THE GRADUATE AND NONGRADUATE STUDENTS SPEND IN THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

Far West School

	Graduate		Nongraduate	
	f	%	f	%
Seven to twelve months	11	46	0	0
Six months or less	5	21	5	83
Thirteen to eighteen months	4	17	0	0
Nineteen to twenty-four months	3	13	1	17
No response	1	4	0	0
	n = 24		n = 6	

TABLE D-46

WORK EXPERIENCE OF FWS FORMER STUDENTS SINCE GRADUATION FROM THE EBCE PROGRAM

Frequency and Percent Reporting Work Experience

Far West School

	Graduates	
	f	%
Currently employed		
Full-time	5	21
Part-time	5	21
Not currently employed but have had work experience since FWS		
Full-time	3	13
Part-time	3	13
No work experience since FWS	8	33
	n = 24	

NOTE: None of the six nongraduate former students interviewed had had work experience since leaving FWS.

TABLE D-47

DESCRIPTIVE INFORMATION ABOUT WORK EXPERIENCE SINCE EBCE

Frequency and Percent of Graduates with Work Experience Since Leaving the EBCE Program

Far West School

	Graduates	
	f	%
Number of Jobs: Proportion Having More than One Job Since FWS		
One job since FWS	10	62
Two jobs since FWS	3	19
Three jobs since FWS	3	19
More than three jobs	0	
	n = 16	
Type of Current or Most Recent Job: Distribution of Responses as Coded into 12 General Occupational Fields		
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	12	75
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	6
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	1	6
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	1	6
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	1	6
	n = 16	
Length of Time in Current or Most Recent Job		
Months Employed in Job		
One month	1	6
Three months	1	6
Four to six months	4	25
Seven to twelve months	5	31
Fourteen months	1	6
Twenty-four months	1	6
No Response	3	19
	n = 16	

TABLE D-47 (continued)

Length of Time in Current or Most Recent Job

(continued)

Proportion Considering Employment is Long-Term	Graduates f	Graduates %
Job is termporary	8	50
Job is long-term	6	37
No response	2	13
	n = 16	

Estimated Months to Remain in Job	Graduates f	Graduates %
One month	1	6
Five months	2	13
Six months	2	13
Seven months	1	6
Twelve months	1	6
Unable to estimate	9	56
	n = 16	

Proportion Satisfied with Current or Most Recent Job

	Graduates f	Graduates %
Yes, satisfied	8	50
No, not satisfied	6	38
Not sure	1	6
No response	1	6
	n = 16	

Indication of Reasons for Working

	Graduates f	Graduates %
Needed the money; got this particular job for the money	10	30
To learn more about a particular job skill	8	24
To pursue a chosen career	4	12
Could not get into an educational program	3	9
Pressure from friends	2	6
To find a career	1	3
Other	5	15
Number of responses	33	

NOTE: All but two of the graduates with work experience since FWS (n=14) responded, most citing more than one reason. Percentages are based on the number of reasons mentioned.

Indication of Difficulty in Getting Work Since Leaving FWS

	Graduates f	Graduates %
No difficulty	9	56
Some difficulty	1	6
Much difficulty	2	13
No response	4	25
	n = 16	

NOTE: Those who indicated "some" or "much" difficulty were asked to explain the type. Free responses were coded into five categories. The three FWS former students who reported difficulties in getting work all responded in one category: "Jobs are scarce; no jobs available; job market is tight."

TABLE D-48

CAREER ASPIRATIONS OF FORMER EBCE STUDENTS - JOBS THEY WOULD LIKE TO GET IN THE NEXT FIVE YEARS

Distribution of Responses about Jobs of Interest as Coded into 12 General Occupational Fields

Far West School

	Graduates	
	f	%
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	3	19
Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	2	13
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	2	13
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	2	13
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	1	6
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	6
Not applicable to future plans	2	13
No response	3	19
	n = 16	

NOTE: Only those FWS former students with work experience since leaving the EBCE program were asked to respond to this question. This group included 16 graduates and no non-graduate former students.

TABLE D-49

EDUCATIONAL EXPERIENCE OF FORMER EBCE STUDENTS SINCE LEAVING THE PROGRAM

Frequency and Percent Reporting Educational Experience

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Currently a student				
Full-time	14	58	5	83
Part-time	1	4	0	0
Not currently a student but enrolled in an educational program since leaving FWS				
Full-time	3	13	0	0
Part-time	2	8	0	0
No educational experience after leaving FWS	4	17	1	17
	n = 24		n = 6	

TABLE D-50

DESCRIPTIVE INFORMATION ABOUT EDUCATIONAL EXPERIENCE SINCE EBCE

Frequency and Percent of Graduates and Nongraduate
Former Students with Educational Experience Since
Leaving the EBCE Program

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Number of Educational Programs: Proportion Having Been in More than One Program Since FWS				
One program since FWS	19	95	5	100
Two programs since FWS	1	5	0	
More than two programs	0		0	
	n = 20		n = 5	
Type of Current or Most Recent Educational Program				
Two-year college	14	70	0	
Four-year college	4	20	0	
High school:				
Regular day	0		3	60
Evening	0		1	20
Work-experience program besides FWS	0		0	
Other	1	5	0	
Other educational program	1	5	0	
No response	0		1	20
	n = 20		n = 5	
Subjects Being Studied or Learned in Current or Most Recent Educational Program: Distribution of Responses as Coded into 12 General Occupational Fields				
Engineering, Physical Sciences, Mathematics, and Architecture	2	10	1	20
Business Administration	2	10		
Technical/Technology Field (Computer Science, Drafting, Laboratory or Medical Technologist)	2	10		
Medical and Biological Sciences	1	5		
Fine Arts and Performing Arts	1	5		
Secretarial, Clerical, and Office Work Preparation	1	5		
Community and Public Service (Bus or Truck Driver, Hair Dresser, Policeman, etc.)	1	5		
No particular subject mentioned	10	50	4	80
	n = 20		n = 5	

TABLE D-50 (continued)

	Graduates		Nongraduates	
	f	%	f	%
Length of Time in Current or Most Recent Educational Program: Number of Months				
Three months	4	20	0	
Four months	3	15	0	
Five months	1	5	1	20
Six months	1	5	3	60
Seven months	0		1	20
Eight months	7	35	0	
Nine months	1	5	0	
Eighteen months	1	5	0	
Twenty-four months	2	10	0	
	n = 20		n = 5	
Proportion Completing Educational Programs Since Leaving FWS				
Yes, completed a program	2	10	0	
No	17	85	4	80
No response	1	5	1	20
	n = 20		n = 5	
Proportion Satisfied with Current or Most Recent Educational Program				
Yes	15	75	2	40
No	5	25	3	60
	n = 20		n = 5	
Reasons for Being in Educational Program: Distribution of Coded Free Responses about Main Reason				
To learn a specific skill or area	7	35	0	
General educational reason: to get an education; to learn things; to complete high school or college; for my own satisfaction	6	30	5	100
General occupational reason: to prepare for employment; to earn a better living; to make more money	3	15	0	
Could not find a job; didn't know what else to do	1	5	0	
Paid to go to school; i.e., VA grant	1	5	0	
Parents wanted me to	1	5	0	
Other	1	5	0	
	n = 20		n = 5	
Indications of Difficulty in Getting into Educational Programs Since Leaving FWS				
No difficulty	20	100	5	100
Some or much difficulty	0		0	
	n = 20		n = 5	

TABLE D-51

WHAT ARE THE EDUCATIONAL ASPIRATIONS OF THE EBCE FORMER STUDENTS?

Frequency and Percent of Former Students' Responses Indicating the Highest Level of Formal Education they Plan to Complete

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Master's degree	5	25	0	0
Four-year college degree	5	25	4	80
Two-year college degree	3	15	0	0
Doctor's degree	2	10	0	0
Other	4	20	1	20
No response	1	5	0	0
	n = 20		n = 5	

NOTE: Only those FWS former students with educational experience since leaving the EBCE program were asked to respond.

TABLE D-52

WHAT KINDS OF SUBJECTS OR SKILLS DO THE FORMER STUDENTS WANT TO LEARN ABOUT IN THE NEXT FIVE YEARS?

Distribution of Responses Coded into Twelve General Occupational Fields (Project TALENT)

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Humanities, Law, Social and Behavioral Sciences	6	25	0	0
Fine Arts, Performing Arts	3	13	2	40
Business Administration	3	13	1	20
Medical and Biological Sciences	3	13	0	0
Technical Jobs	2	8	1	20
General Teaching and Social Service	2	8	0	0
Engineering, Physical Science, Mathematics, & Architecture	1	4	1	20
Proprietors, Sales	0	0	0	0
Mechanics, Industrial Trades	0	0	0	0
Construction Trades	0	0	0	0
Secretarial-Clerical, Office Workers	0	0	0	0
General Labor, Community & Public Service	0	0	0	0
Don't know	4	17	0	0
Number of responses	= 24		= 5	
Number responding	= 20		= 5	

NOTE: Only those FWS former students with educational experience since leaving the EBCE program were asked to respond. Several of the graduates were interested in subjects or skills that fell into more than one occupational area.

TABLE D-53

HOW MUCH WOULD THE FORMER EBCE STUDENTS LIKE TO BE MAKING IN ANNUAL INCOME FIVE YEARS HENCE?

Frequency and Percent of Former Students' Responses

Far West School

	Graduates		Nongraduates	
Annual Income:	f	%	f	%
$10,000	6	25	0	0
$15,000	3	13	1	17
$12,000	3	13	0	0
$11,000	2	8	0	0
$200,000	1	4	0	0
$42,000	1	4	0	0
$25,000	1	4	0	0
$14,000	1	4	0	0
$30,000	0	0	1	17
$9,000	0	0	1	17
Less than $1,000	0	0	1	17
Don't know	2	8	2	33
No response	4	17	0	0
	n = 24		= 6	

TABLE D-54

WHAT DID THE FORMER STUDENTS LIKE BEST ABOUT THE FAR WEST SCHOOL?

Distribution of Coded Free Responses of Graduate and Nongraduate Former Students

Far West School

	Graduates		Nongraduates	
	f	%	f	%
The freedom; freedom to move at own pace, to choose own activities, to study on own; independence, flexibility; openness; no set classes	18	50	2	20
Developed self-confidence, responsibility, self-motivation	4	11	1	10
Job site experience; time on the job; variety of job site opportunities; job and career exploration	3	8	3	30
Different from high school; not as boring as high school; more like college; escape from regular high school	3	8	2	20
The staff; friendliness, interest, openness; staff-student relationships	3	8	0	0
Opportunities to meet people outside school; being in the "real world"	2	6	1	10
Individual attention; one-to-one relationships with staff	1	3	1	10
Being treated as an adult	1	3	0	0
Relationships with other students	1	3	0	0
Number of responses	= 36		= 10	
Number responding	= 24		= 6	

NOTE: All of the graduates and nongraduates responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE D-55

WHAT DID THE FORMER STUDENTS DISLIKE MOST ABOUT FAR WEST SCHOOL?

Distribution of Coded Free Responses of Graduate
and Nongraduate Former Students

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Too much red tape; too many forms to fill out; too many tests and questionnaires	10	33	0	0
Inadequate facilities; not enough teachers; not enough job sites; building too small; inadequate library	6	20	0	0
Too loose; too much permissiveness; teachers too lenient; too free; not enough discipline; too much responsibility on students	4	13	1	14
Poor administrative organization; too disorganized; too much wasted time; not enough going on between job sites	3	10	3	43
Too many students	2	7	0	0
Standards of performance too lax; not enough college preparation; too little academic work	1	4	1	14
Nothing disliked	1	4	1	14
Too little coordination between staff and students; poor staff-student communication	1	4	0	0
Other	2	7	1	14
Number of responses	= 30		= 7	
Number responding	= 24		= 6	

NOTE: All graduates and nongraduates responded to this question. Some gave responses that could be coded into more than one category. Percentages are based on the total number of coded responses.

TABLE D-5

HOW MUCH DID FORMER STUDENTS FEEL THAT THEY LEARNED IN VARIOUS AREAS WHILE THEY WERE AT THE FAR WEST SCHOOL?

Frequency and Percent of the Responses of Graduate and Nongraduate Former Students

Far West School

	A lot				Some				A little				Nothing at all				No response			
	Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Ability to communicate with adults	18	75	2	33	5	21	2	33	0	0	2	33	1	4	0	0	0	0	0	0
Ability to communicate with other students	17	71	2	33	5	21	2	33	2	8	2	33	0	0	0	0	0	0	0	0
Career planning	17	71	4	67	3	13	0	0	3	13	0	0	0	0	2	33	1	4	0	0
Knowing what own capabilities are and what one likes to do	14	58	1	17	8	33	3	50	1	4	0	0	0	0	2	33	1	4	0	0
Getting along with other people	14	58	1	17	6	25	3	50	3	13	1	17	1	4	1	17	0	0	0	0
Listening and speaking skills	14	58	1	17	6	25	3	50	2	8	1	17	1	4	1	17	1	4	0	0
Tolerating many ideas and backgrounds of people	14	58	2	33	4	17	1	17	2	8	1	17	3	13	2	33	1	4	0	0
Job seeking skills	12	50	2	33	7	29	0	0	4	17	2	33	1	4	2	33	0	0	0	0
Thinking through and solving problems	11	46	1	17	9	38	0	0	3	13	4	67	1	4	1	17	0	0	0	0
Awareness of job opportunities	11	46	2	33	8	33	1	17	3	13	2	33	0	0	1	17	2	8	0	0
Writing skills	8	33	2	33	8	33	1	17	5	21	1	17	1	4	2	33	2	8	0	0
Specific job skills	7	29	1	17	9	38	2	33	7	29	1	17	1	4	2	33	0	0	0	0
Math skills	4	17	0	0	4	17	3	50	5	21	2	33	9	38	1	17	2	8	0	0
Reading skills	2	8	2	33	7	29	2	33	6	25	0	0	7	29	2	33	2	8	0	0

Graduates: n = 24
Nongraduates: n = 6

TABLE D-57

WHAT KINDS OF THINGS LEARNED AT FAR WEST SCHOOL ARE MOST USEFUL NOW TO THE FORMER STUDENTS?

Distribution of Coded Free Responses

Far West School

	Graduates		Nongraduates	
	f	%	f	%
How to communicate; communication with adults and peers; ability to talk with adults; speaking ability; writing	12	36	2	29
Career planning, preparation, experience, found out what I want to do; learned what I don't want to do	5	15	1	14
Responsibility; self-reliance; confidence; how to get things done; ability to study and work hard	5	15	0	0
How to find a job; the variety of places to get jobs; steps to getting a job	4	12	0	0
How to find information; information gathering	2	6	1	14
How to relate to the "real world"; what the world is really like; preparation to enter the "real world"	2	6	0	0
Nothing; not much	1	3	3	43
How to meet new people; meeting people	1	3	0	0
Don't know	1	3	0	0
Number of responses	= 33		= 7	
Number responding	= 24		= 6	

NOTE: All former students responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE D-58

IN GENERAL, WHAT EFFECT DID THE FAR WEST SCHOOL HAVE ON FORMER STUDENTS PREPARATION FOR FURTHER EDUCATION AND JOBS?

Frequency and Percent of Graduate and Nongraduate Former Students' Responses

Far West School

	Graduates		Nongraduates	
	f	%	f	%
Preparation for further education:				
Positive effect	23	96	0	0
Negative effect	1	4	1	17
No effect	0	0	5	83
	n = 24		= 6	
Preparation for jobs:				
Positive effect	20	83	0	0
No effect	3	13	4	67
Negative effect	1	4	2	33
	n = 24		= 6	

TABLE D-59

WHAT KINDS OF PROBLEMS DID FORMER STUDENTS ENCOUNTER IN THE FAR WEST SCHOOL PROGRAM?

Frequency and Percent of Graduate and Nongraduate Former Students' Responses

Far West School

	Problem was encountered				Problem was not encountered			
	Graduate		Nongraduate		Graduate		Nongraduate	
KINDS OF PROBLEMS:	f	%	f	%	f	%	f	%
Not enough resource experiences that were of interest	14	58	6	100	10	42	0	0
Difficulty filling out the forms required at FWS	10	42	5	83	14	58	1	17
Not enough feedback on how well one was doing	9	38	1	17	15	63	5	83
Staff did not give enough direction and guidance for studies	8	33	3	50	16	67	3	50
Staff members not around when one needed to see them	5	21	3	50	19	79	3	50
Not getting along with a staff person	4	17	0	0	20	83	6	100
Staff members gave bad advice	3	13	1	17	21	88	5	83
Not getting along with a resource person	2	8	2	33	22	92	4	67
Not getting along with another student	1	4	3	50	23	96	3	50
Other problems	7	29	1	17	17	71	5	83

Graduates: n = 24
Nongraduates: n = 6

TABLE D-60

WHAT CHANGES WOULD FORMER STUDENTS LIKE TO SEE MADE IN THE FAR WEST SCHOOL PROGRAM?

Distribution of Coded Free Responses

Far West School

	Graduate		Nongraduate	
	f	%	f	%
Keep the number of students small; admit fewer students	8	18	0	0
More structure; more discipline; staff should be stricter; too much freedom; too lenient	5	11	0	0
Provide more college preparation; more academic instruction	4	9	0	0
None; nothing	3	7	1	11
Screen students better; admit only motivated students; throw out "goof-offs"	3	7	0	0
Provide more instruction in basic skills—math, English	2	5	2	22
Cut down on forms to be filled out	2	5	1	11
Better organization	2	5	0	0
Provide missing classes; e.g., PE, foreign language, music	2	5	0	0
Different location; bigger and newer buildings	2	5	0	0
Provide more out-of-school resources; more job sites	1	2	2	22
Expand the program; make it available to more students	1	2	0	0
Keep some contact with the regular high schools; have some classes in the regular schools	1	2	0	0
Reduce load on LC's; cut down paper work of LC's	1	2	0	0
Other	7	16	3	33
Number of responses	= 44		= 9	
Number responding	= 24		= 6	

NOTE: All former students responded, many giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

Resource Personnel Data

TABLE D-61

DESCRIPTIVE INFORMATION ON THE FAR WEST SCHOOL RESOURCE ORGANIZATIONS

Frequency and Percent of Types of Organizations in Sample Interviewed

	f	%
Large Employer	17	34
Small Employer	12	24
Union	1	2
Self-Employed	1	2
No response	19	38
	n = 50	

	f	%
For profit	15	30
Tax supported	14	28
Non-profit	12	24
No response	9	18
	n = 50	

TABLE D-62

HOW DID THE RESOURCE ORGANIZATIONS BECOME INVOLVED IN THE PROGRAM?

Frequency and Percent of Reported Initial Contacts

Far West School

	f	%
Contacted by EBCE personnel	28	56
Contacted by an EBCE student	3	6
Contacted by someone from another resource organization	0	0
Contacted by someone from within the resource organization	0	0
Other	12	24
Don't know	7	14
	n = 50	

TABLE D-63

WHEN DID THE RESOURCE PERSONS BECOME INVOLVED WITH THE EBCE PROGRAM?

Frequency and Percent of RP Responses

Far West School

	f	%
Year of first involvement:		
1973	22	44
1974	13	26
1972	8	16
1971	3	6
1975	3	6
No response	1	2
	n = 50	

TABLE D-64

WHAT DID THE RESOURCES THINK THAT THEIR ROLE WOULD BE IN THE PROGRAM?

Distribution of Coded Free Responses
about Anticipated Roles

Far West School

	f	%
Introduce students to the field; describe characteristics of the job, field, or agency, describe career possibilities, answer questions about the career field	38	69
Give students an opportunity to work in the career or job; give students experience in the field; help students try out various activities in the career or job	11	20
Supervise students; direct students' activities; guide students projects; place students in appropriate jobs	2	4
Other	1	2
Uncertain; don't know	3	5
Number of responses =	55	

NOTE: All RP's interviewed (n = 50) responded, some giving multiple responses. Percentages are based on total number of responses received.

TABLE D-65a

PROPORTION OF RESOURCE PERSONS REPORTING DIFFERENCES BETWEEN THE ROLES THEY HAD ANTICIPATED FOR THEMSELVES AND THEIR ORGANIZATIONS AND THE ACTUAL ROLES THAT WERE ASSUMED

Far West School

	f	%
Role was not different than expected	32	64
Role was different than expected	18	36
	n = 50	

TABLE D-65b

WHAT DIFFERENCES BETWEEN ACTUAL AND ANTICIPATED ROLES WERE REPORTED BY THE RESOURCES?

Distribution of Coded Free Responses on
Role Differences for Resource People and Organizations

Far West School

	f	%
Students did not work as well as expected; did not show up; did not finish projects; expected more from the students	8	36
Had less contact with students than expected; less involvement from students	5	23
Had fewer students than expected	5	23
Had to work harder than expected; put in more time than expected; had more students than expected	2	9
Students produced more than expected; were more competent or more involved than expected	1	5
No expectations	1	5
Number of responses = 22		

NOTE: Obviously, only those RP's who felt the actual roles were different from expected (n = 18) listed those differences. The percentages of the coded free responses are based on the number of responses given. Some RP's gave multiple responses.

TABLE D-66

WAS THE TIME REQUIRED FOR CAREER EDUCATION ACTIVITIES DIFFERENT FROM THE ORIGINAL EXPECTATIONS OF THE RESOURCE ORGANIZATIONS?

Frequency and Percent of Reported Time Required in Terms of Time Anticipated

Far West School

	f	%
Required less time than expected	24	48
Required about as much time as expected	18	36
Required more time than expected	5	10
Don't know	2	4
Other	1	2
	n = 50	

TABLE D-67

HAVE UNANTICIPATED COSTS OCCURRED AS A RESULT OF PARTICIPATION IN THE FWS PROGRAM?

Frequency and Percent of Unanticipated Costs Reported For Resource Persons and Organizations

Far West School

	f	%
To the Resource Person		
No unanticipated costs	50	100
Unanticipated costs	0	0
	n = 50	
To the Resource Organization		
No unanticipated costs	45	90
Unanticipated costs	0	0
No response	5	10
	n = 50	

TABLE D-68a

PROPORTION OF RESOURCE ORGANIZATIONS REPORTING "SERIOUS" PROBLEMS WITH THE CAREER EDUCATION PROGRAM

Far West School

	f	%
Problems were encountered	25	50
Problems were not encountered	25	50
	n = 50	

TABLE D-68b

WHAT WERE THE PROBLEMS ENCOUNTERED BY RESOURCE ORGANIZATIONS?

Distribution of Coded Free Responses on the Nature of Problems Encountered with the EBCE Program

Far West School

	f	%
Students were not dependable; not serious; not interested; missed appointments; not motivated; no follow-through; poor attendance	12	35
Poor communication--with students, with staff; poor feedback; need better contact with staff	5	15
Poor organization; scheduling problems; poor coordination	5	15
Students are slighted; insufficient time with students; the program is more concerned with its own needs than with students' needs	3	9
Students were inadequately prepared	2	6
Too much paper work, red tape	1	3
Other	6	18
number of responses =	34	

NOTE: Only those organizations (n = 25) who had experienced problems lised those problems, and some cited more than one problem. In the distribution of coded free responses, percentages are based on the total number of responses received.

TABLE D-68c

PROPORTION OF RP'S WHO CONSIDERED THE PROBLEMS ENCOUNTERED TO BE SERIOUS PROBLEMS

Far West School

	f	%
Considered problem to be serious	11	44
Did not consider problem to be serious	6	24
No response	8	32
	n=25	

Note: The question about difficulties was phrased in terms of "serious" problems. The RP's who indicated that problems had been encountered (n=25) were asked again whether or not the problems were in fact considered to be "serious."

TABLE D-68d

PROPORTION OF RP'S WHO INDICATED THAT THE PROBLEMS ENCOUNTERED HAD BEEN RESOLVED

Far West School

	f	%
Problems were not resolved	14	56
Problems were resolved	3	12
No response	8	32
	n=25	

Note: Only those RP's (n=25) who had encountered problems were asked whether or not they were resolved.

TABLE D-69a

PROPORTION OF RESOURCE PERSONS WHO FEEL THAT THE PROGRAM FUNCTIONED AS IT WAS DESCRIBED TO THEM WHEN THEY FIRST BECAME INVOLVED

Far West School

	f	%
Program functioned as described	29	58
Program did not function as described	18	36
No response	3	6
	n = 50	

TABLE D-69b

IN WHAT WAYS WAS THE FUNCTIONING OF THE PROGRAM DIFFERENT THAN IT WAS INITIALLY DESCRIBED?

Distribution of Coded Free Responses About Differences

Far West School

	f	%
Expected more involvement from students; students were not interested; students did not stay as long as expected	5	25
Did not know much about the program	5	25
Student performance was poorer than expected	3	15
Had fewer students than expected; got less involved with students than expected; it was less work than expected	3	15
Program did not give students enough attention, was more concerned with its own problems than theirs; students needed more guidelines, more direction	1	5
Other	3	15
Number of responses = 20		

NOTE: Only those RP's who felt that the program had functioned differently than anticipated (n=18) responded. Some cited more than one difference. Percentages of the coded free responses are based on the number of responses given.

TABLE D-70a

PROPORTION OF RP'S INDICATING THAT THEY HAD HAD A NEED TO CONTACT THE FWS STAFF ABOUT PARTICULAR STUDENTS OR PROBLEMS WHICH HAD OCCURRED

Far West School

	f	%
There was not a need to contact the FWS staff	36	72
There was a need to contact the FWS staff	14	28
	n = 50	

TABLE D-70b

PROPORTION OF RP'S EXPRESSING SATISFACTION WITH THE WAY THE EBCE STAFF RESPONDED TO THEIR NEEDS

Far West School

	f	%
Response was satisfactory	10	71
Response was not satisfactory	4	29
	n = 14	

NOTE: Only those RP's who had indicated that they had experienced a need to contact the Career Education staff were asked to respond to this question.

TABLE D-70c

WHAT WAS THE NATURE OF THE LACK OF RESPONSIVENESS ON THE PART OF THE FWS STAFF?

Distribution of Coded Free Responses Regarding the Situation and Staff Response When There Were Unsatisfactory Contacts

Far West School

	f	%
Poor communication with staff; no feedback from staff about students; staff did not return calls	3	37
Staff was not interested, not concerned	2	25
Sporadic attendance; poor punctuality; absenteeism	2	25
Low student motivation; low interest; staff did not help	1	13
Number of responses =	8	

NOTE: Only those RP's who expressed dissatisfaction with their contacts with FWS staff (n=4) were asked to respond in this area. Multiple responses were given, and percentages are based on total number of responses received.

TABLE D-71a

PROPORTION OF RP'S WHO FEEL THAT THE FWS STAFF HAS PROVIDED THEM WITH THE NECESSARY INFORMATION TO HELP THEM COORDINATE STUDENTS' ACTIVITIES IN THE RESOURCE ORGANIZATION

Far West School

	f	%
The necessary information was provided	33	66
The necessary information was not provided	13	26
No response	4	8
	n = 50	

TABLE D-71b

WHAT WAS THE NATURE OF THE DIFFICULTY IN COORDINATING STUDENTS' ACTIVITIES?

Distribution of Coded Free Responses About Lack of Information Provided by FWS Staff

Far West School

	f	%
Was given insufficient information; not informed of responsibilities; no clear idea of what was expected; insufficient explanation	7	42
Poor coordination with staff; not enough contact with staff; would like more LC participation; would like more direction from staff	4	24
Communication problem with staff; no feedback about students; information came from students rather than staff	3	18
Other	3	18
	Number of responses = 17	

NOTE: Only those RP's who felt that they had been given insufficient information (n=13) were asked to elaborate. Some gave multiple responses. Percentages of coded free responses are based on total number of responses received.

TABLE D-72

PROPORTION OF RESOURCE PERSONS INTERVIEWED WHO USUALLY SAW THE STUDENTS' PROJECT PLANS WHICH OUTLINED THE STUDENTS' LEARNING GOALS AT THEIR SITES

Far West School

	f	%
Project plans were not usually seen by the RP	25	50
Project plans were usually seen by the RP	19	38
No response	6	12
	n = 50	

TABLE D-73a

PROPORTION OF RESOURCE PERSONS REPORTING THAT THE CAREER EDUCATION STAFF EXPLAINED TO THEM OR SHOWED THEM EXAMPLES OF THE KINDS OF PROJECTS OR PRODUCTS COMPLETED BY STUDENTS

Far West School

	f	%
Examples of the projects or products completed by students have been shown or explained to RP's.	18	36
Examples of the projects or products completed by students have not been shown or explained to RP's.	31	62
No Response	1	2
	n = 50	

TABLE D-73b

WERE THE PROJECTS OR PRODUCTS SHOWN TO THE RP'S ONES WHICH HAD BEEN COMPLETED AT THEIR OWN SITE OR AT ANY SITE?

Frequency and Percent of RP Responses

Far West School

	f	%
RP saw project or product completed at own site	4	22
RP saw project or product completed at any site	8	44
RP saw projects or products completed at own site and at other site	2	11
No Response	4	22
	n = 18	

NOTE: Only those RP's (n = 18) who indicated that they had seen projects or products completed by students were asked this question.

TABLE D-74

PROPORTION OF RESOURCE PERSONS WHO WOULD LIKE TO BE KEPT BETTER INFORMED ABOUT THE PROGRESS OF STUDENTS PLACED AT THEIR SITES

Far West School

	f	%
Could use more information	33	66
Currently receiving all needed information	10	20
No response	7	14
	n=50	

TABLE D-75a

PROPORTION OF RP'S WHO ARE SATISFIED WITH THE FEEDBACK RECEIVED ABOUT WHAT STUDENTS LEARN OR GET OUT OF WORKING AT THEIR SITES

Far West School

	f	%
Not satisfied with feedback	30	60
Satisfied with feedback	19	38
No response	1	2
	n=50	

TABLE D-75b

AMONG THOSE RP'S DISSATIFIED WITH THE FEEDBACK RECEIVED, HOW WOULD THEY LIKE TO SEE THE SITUATION IMPROVED?

Distribution of Coded Free Responses about Feedback

Far West School

	f	%
There is no feedback	16	55
There is not enough feedback	7	24
Would like feedback from students as well as from staff	2	7
Would like follow-up information on students	1	3
Other	3	10

number of responses = 29

Note: Only those RP's (n=30) who were dissatified with the feedback were asked how they felt the situation could be improved. Two of the 30 RP's declined to elaborate, and one gave two codable responses. Percentages are based on total number of coded free responses.

TABLE D-76

HOW FREQUENTLY WERE RESOURCE PERSONS IN CONTACT WITH THE FWS STAFF DURING THE TIMES STUDENTS WERE WORKING AT THEIR SITES?

Frequency and Percent of Occurrence of RP Contact with FWS Staff

Far West School

	f	%
Several times a year	15	30
Never	12	24
Almost never	11	22
Once or twice a month	7	14
Once or twice a week	1	2
Almost every day	1	2
No response	3	6
	n=50	

TABLE D-77

WHAT IS THE MOST FREQUENT MODE OF COMMUNICATION BETWEEN RESOURCE PERSONS AND THE FWS STAFF?

Frequency and Percent of RP Rankings

Far West School

Mode of Communication	Ranking 4 (Most Frequent)		3		2		1 (Least Frequent)		0 Not Ranked	
	f	%	f	%	f	%	f	%	f	%
Telephone	39	78	2	4	1	2	2	4	6	12
Individual Meetings	3	6	5	10	8	16	13	26	21	42
Mailed Correspondence	2	4	23	46	3	6	6	12	16	32
Group Meetings	0	0	2	4	5	10	21	42	22	44

n = 50

TABLE D-78a

HOW DO PEOPLE IN THE RESOURCE ORGANIZATIONS (OTHER THAN THE RESOURCE PERSONS) FEEL ABOUT THE FWS STUDENTS?

Frequency and Percent of RP Responses
Reporting Reactions to FWS Students

Far West School

	f	%
No reaction or information	20	40
Strongly positive feelings	15	30
Mildly positive feelings	6	12
Mixed feelings	4	8
Mildly negative feelings	1	2
Strongly negative feelings	1	2
No response	3	6
	n=50	

TABLE D-78b

DISTRIBUTION OF CODED FREE RESPONSES GIVEN BY RP'S TO ELABORATE ON THE FEELINGS OF OTHER PERSONS IN THEIR ORGANIZATIONS TOWARD FWS STUDENTS

Far West School

	f	%
They had no contact with the students	11	37
Positively; they like the students	5	17
Negatively; they were discouraged by the students' lack of interest, poor attendance, etc.	5	17
Feelings depended on the particular student's interest, ability, etc.	2	7
Liked the students, disliked the program	1	3
Other	6	20
Number of responses =	30	

NOTE: Twenty RP's did not elaborate on the feelings of other persons in their organization. Percentages are based on the number of responses received.

TABLE D-79

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE QUANTITY OF WORK PERFORMED BY EMPLOYEES IN THE RESOURCE ORGANIZATIONS?

Frequency and Percent of RP Responses

Far West School

	f	%
Participation in EBCE as a Resource site has had no effect on the quantity of work performed by employees	37	74
Participation has resulted in increased quantity of work performed	6	12
Participation has resulted in decreased quantity of work performed	4	8
Don't know	2	4
No response	1	2
	n = 50	

TABLE D-80

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE QUALITY OF WORK PERFORMED BY EMPLOYEES OF THE RESOURCE ORGANIZATIONS?

Frequency and Percent of RP Responses in Terms of Magnitude and Direction of Impact on Quality of Work Performed

Far West School

	f	%
Participation in EBCE as a Resource site has had no effect on the quality of work performed by employees	41	82
Participation has had some impact on quality of work performed		
Good impact	5	10
Bad impact	1	2
Participation has had much impact on quality of worked performed	0	0
Don't know	2	4
No response	1	2
	n = 50	

TABLE D-81

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE AN IMPACT ON THE HIRING PRACTICES OF THE RESOURCE ORGANIZATIONS?

Frequency and Percent of RP Responses in Terms of Amount of Impact on Hiring Practices

Far West School

	f	%
No impact on hiring practices	45	90
Some impact on hiring	2	4
Much impact on hiring practices	0	0
Don't know	1	2
No response	2	4
	n = 50	

NOTE: This question was also intended to elicit information on the direction of impact on hiring practices. As is obvious above, very little impact was reported at all. Only one RP responded in terms of direction of impact, and the impact reported in this instance was "good."

TABLE D-82

HAVE OR MIGHT THE RESOURCE ORGANIZATIONS HIRE ANY OF THE FORMER EBCE STUDENTS AS REGULAR EMPLOYEES OF THEIR ORGANIZATIONS?

Frequency and Percent of RP Responses About the Hiring of Former EBCE Students

Far West School

	f	%
Former students would be hired, depending on the student and organizational need	34	68
Former students would not be hired	6	12
Former students have been hired	3	6
Former students have not been hired	2	4
No response	5	10
	n = 50	

TABLE D-83

DOES PARTICIPATION IN THE EBCE PROGRAM HAVE ANY EFFECT ON THE TRAINING PRACTICES OF THE RESOURCE ORGANIZATIONS?

Frequency and Percent of RP Responses

Far West School

	f		%
Participation has no effect on training practices	42		84
Participation has an effect on training practices	7		14
Much impact		1*	
Some impact		3*	
Good impact		5*	
Bad impact		0*	
Don't know	1		2
	n = 50		

NOTE: Of the seven RP's who indicated that participation had had an effect on the training practices of their organizations, some RP's responded in terms of the direction of impact (i.e., "good" or "bad"); some in terms of the amount of impact (i.e., "much" or "some"); and some in terms of both factors. The number of responses in each of these categories are indicated and marked with an asterisk. No attempt was made to assign percentages to these data.

TABLE D-84a

ON THE WHOLE, DO RESOURCE ORGANIZATIONS GAIN OR LOSE BY PARTICIPATING IN EBCE?

Frequency and Percent of RP Responses on the Overall Effect of Participation

Far West School

	f	%
Organization gains by participating	31	62
Organization neither gains nor loses	14	28
Organization loses	2	4
Organization both gains and loses	1	2
No response	2	4
	n = 50	

TABLE D-84b

WHAT ARE SOME OF THE REASONS BEHIND OVERALL GAIN OR LOSS TO THE RESOURCE ORGANIZATIONS ASSOCIATED WITH PARTICIPATION IN EBCE?

Distribution of Coded Free Responses

Far West School

	f	%
Increases knowledge of the community; increases community awareness, community consciousness; lets us know what's going on; helps us see problems outside our own area; gives us students' opinions	11	23
Gives exposure in the community; lets people know about us; good public relations	9	19
Too few students, or too little contact to say	9	19
Students improve employee morale; improve the working environment; keep staff on their toes; personally satisfying to staff	4	8
Helps our training program; teaching the students helps our employees; we learn from the students	3	6
Students are productive; provide assistance; act as added staff; they free other staff members	2	4
Gives us an opportunity to screen students for employment	1	2
Other	9	19
Number of responses = 48		

NOTE: Some RP's did not elaborate on the gain or loss to their organization, and some gave responses that fit into more than one coding category. Percentages are based on total number of coded responses.

TABLE D-85a

PROPORTION OF SITES WHERE THE RP OR THE ORGANIZATION PLAY A PART IN DECIDING WHICH STUDENTS COME TO THEIR SITE FOR EITHER EXPLORATION OR MORE EXTENDED LEARNING

Far West School

	f	%
Exploration Experiences		
RP or organization does not play a role in student selection	41	82
RP or organization does play a role in student selection	8	16
No response	1	2
	n = 50	
Extended Learning		
RP or organization does not play a role in student selection	26	52
RP or organization does play a role in student selection	12	24
No response or extended learning not offered at site	12	24
	n = 50	

TABLE D-85b

WHAT ARE THE PARTS PLAYED BY RESOURCE PERSONS OR ORGANIZATIONS IN DECIDING WHICH STUDENTS COME TO THEIR SITES FOR EITHER EXPLORATION OR MORE EXTENDED LEARNING?

Distribution of Coded Free Responses

Far West School

	f	%
They screen the students, for interest or capabilities	7	58
They schedule the students	3	25
They try to create interest in the students	1	8
Other	1	8
	n = 12	

NOTE: Only those RP's (n=12) who played a part in student selection (for either exploration or more extended learning) were asked to respond to this question.

TABLE D-86

WHO DEVELOPS A STUDENT'S LEARNING GOALS FOR THE TIME HE/SHE IS AT THE RESOURCE ORGANIZATION?

Frequency and Percent of RP Responses

Far West School

	f	%
Who develops the learning goals?		
Some combination of Resource Organization, student, and EBCE staff	23	46
Student	7	14
Resource Organization	3	6
EBCE Staff	1	2
No response	16	32
	n = 50	

TABLE D-87a

PROPORTION OF RESOURCE PERSONS INTERVIEWED WHO PERSONALLY PLAYED A PART IN FORMULATING THEIR ORGANIZATION'S POLICY TOWARD ACCOMMODATING AND HANDLING THE CAREER EDUCATION PROGRAM

Far West School

	f	%
RP did not play a part in formulating policy	23	46
RP played a part in formulating policy	18	36
No response	9	18
	n = 50	

NOTE: Thirteen of RP's included with those who did not play a part in policy formulation indicated that no policy had been developed because too few students had come.

TABLE D-87b

WHAT PART DID THE RESOURCE PERSONS PLAY IN ORGANIZATIONAL POLICY FORMULATION?

Distribution of Coded Free Responses

Far West School

	f	%
Established the policy; prescribed details of participation (e.g., numbers of students, hours of work); set procedures; ran the show	8	47
Scheduled students	4	24
Encouraged more participation within the organization	2	12
Retained veto power on student projects	1	6
Other	2	12
number of responses	= 17	

NOTE: Only those RP's (n=18) who indicated that they had played a role in policy development at their organization were asked to respond. One did not elaborate further. Percentages based on number of responses received.

TABLE D-87c

PROPORTION OF RP'S WHO HAD NOT PLAYED A PART IN DEVELOPING THE ORGANIZATIONAL POLICY TOWARDS THE CAREER EDUCATION PROGRAM WHO WERE FAMILIAR ENOUGH WITH THAT POLICY TO DISCUSS IT

Far West School

	f	%
RP was familiar with policy though had not helped to develop it	5	50
RP was not familiar with policy	5	50
	n = 10	

NOTE: Only those RP's who indicated that they had not played a role in policy formulation were asked this question. Those who indicated that no policy had been developed were not included. Thus, n = 10.

TABLE D-88

PROPORTION OF RESOURCE ORGANIZATIONS WHERE THE ORGANIZATIONAL POLICY TOWARD THE CAREER EDUCATION PROGRAM WAS DEVELOPED TOGETHER WITH THE ASSISTANCE OF THE EBCE STAFF

Far West School

	f	%
EBCE staff was not involved in development of organizational policy	15	68
EBCE staff was involved in development of organizational policy	7	32
	n = 22	

NOTE: Only those RP's (n=22) who had either been involved in the development of their organization's policy toward the EBCE program or were familiar enough with the policy to discuss it were asked this question.

TABLE D-89a

PROPORTION OF RESOURCE ORGANIZATIONS WHERE THE RP OR THE ORGANIZATION HAD EVER PLAYED A PART IN DEVELOPING OR HELPING TO DEVELOP THE POLICIES OF THE CAREER EDUCATION CENTER

Far West School

	f	%
No role was played by the RP or resource organization in the development of the policies of the Career Education Center	43	86
A role was played in the development of the policies of the Career Education Center	4	8
No response	3	6
	n = 50	

TABLE D-89b

WHAT ROLES WERE PLAYED BY RESOURCE PERSONS OR ORGANIZATIONS IN HELPING TO DEVELOP THE POLICIES OF THE CAREER EDUCATION CENTER?

Distribution of Coded Free Responses

Far West School

	f	%
Served on Advisory Board or Employer Council	2	50
Helped develop other Resource Organizations	1	25
Made suggestions	1	25
	n = 4	

NOTE: Only those RP's (n=4) who indicated an involvement in the policy development of the Career Education Center were asked to elaborate.

TABLE D-90a

PROPORTION OF RP'S WHO FEEL THAT THERE ARE SOME THINGS WHICH STUDENTS LEARN IN THE EBCE SETTING WHICH THEY COULD NOT LEARN AS EASILY IN A TRADITIONAL HIGH SCHOOL SETTING

Far West School

	f	%
There are things more easily learned in the EBCE setting	48	96
There are not things more easily learned in the EBCE setting	2	4
	n = 50	

TABLE D-90b

WHAT ARE THE THINGS RESOURCE PERSONS THINK CAN BE MORE EASILY LEARNED BY STUDENTS IN THE EBCE SETTING THAN A TRADITIONAL HIGH SCHOOL SETTING?

Distribution of Coded Free Responses

Far West School

	f	%
Practical learning; real experience; contact with the "real world"; practical work experience; work-place ethics	34	55
Job skills; specific skills (e.g., learn practical side of law)	10	16
How to relate to people; employer-employee relationships; contact with professionals; interpersonal contacts with adults; how to deal with people	9	15
How to get a job	1	2
Responsibility; how to be responsible for their own work	1	2
Students retain their interest; stay motivated	1	2
Staff has more time with student; students get more attention	1	2
Other	5	8
	Number of responses = 62	

NOTE: Only the RP's (n=48) who felt there were things more easily learned by students in the EBCE setting than the traditional high school setting gave examples of these "things". Percentages are based on total number of responses received.

TABLE D-91a

FREQUENCY AND PERCENT OF RESOURCE PERSONS REPORTING ON HOW EFFECTIVE THEY FEEL THE EBCE PROGRAM IS, BASED ON THE STUDENTS AND STAFF THEY HAD MET

Far West School

	f	%
Program is very effective	11	22
Program is somewhat effective	8	16
Program is very ineffective	5	10
Program is somewhat ineffective	3	6
Declined to categorize effectiveness	23	46
	n = 50	

TABLE D-91b

DISTRIBUTION OF CODED FREE RESPONSES FROM RP'S ELABORATING THEIR PERCEPTIONS OF THE EFFECTIVENESS OF THE PROGRAM

Far West School

	f	%
Can't say; don't know; too little contact; too little information to respond; "No Comments"	25	47
Students are motivated, interested; the program promotes motivation	5	9
Poor organization, administration	4	8
In gets students into the "real world"	2	4
It gives students a second chance; keeps students in school who would otherwise drop out; provides a needed alternative to the regular school	2	4
It depends on the individual	2	4
Students are unreliable, uninterested, not committed enough; projects are not completed	2	4
Poor coordination between LC's and students; not enough attention to and concern for the students	1	2
It helps students with career decisions; provides opportunity for career exploration	1	2
Other negative comment	4	8
Other positive comment	3	6
Other neutral comment	2	4
	Number of responses=53	

NOTE: All RP's were asked for some kind of elaboration on their perception of the effectiveness of the program. Three gave responses that fit into more than one coded category. Percentages are based on total number of coded responses.

TABLE D-92

WITHIN THE RESOURCE ORGANIZATIONS, WHAT PROCEDURES ARE USED TO EVALUATE THE PERFORMANCE OF STUDENTS?

Distribution of Coded Free Responses

Far West School

	f	%
Day-to-day observations	7	25
Student interest or effort	7	25
Interviews or discussions with the student	5	18
Examination of student products; student productiveness	3	11
Conferences with other employees who have had contact with the student; discussion with student's supervisor	2	7
EBCE evaluation form	1	4
Attendance; promptness	1	4
Other	2	7

Number of responses = 28

NOTE: Thirty RP's gave no response or indicated that there were no evaluation procedures used. Of the RP's who answered (n=20) some gave multiple responses. Percentages are based on total number of coded responses.

TABLE D-93

WHAT WERE THE REASONS BEHIND THE RESOURCE PERSONS INITIAL DECISIONS TO GET INVOLVED WITH THE EBCE PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
Liked the idea of the program; it seemed exciting; it sounded like a good thing; general interest	16	23
Wanted to help; wanted to be involved; thought I had something to contribute	14	20
Want to help students choose a career; want to interest people in my line of work	9	13
Want to increase community awareness; want people to learn about local government; want people to know about us; helps PR	6	9
Like teaching; used to be a teacher; wanted to teach	6	9
Want to improve education; we need alternative educational procedures; interested in education	5	7
Like working with young people; believe in youth; like having kids around	3	4
Expected to get volunteers; like to have volunteers	3	4
Student requested the assignment	2	3
Prior involvement with the lab; own children are in the school; have been involved with the lab in other ways	1	1
Other	5	7

Number of responses = 70

NOTE: One RP did not remember how he had become involved in the program. Many of the other RP's (n=49) gave multiple responses. Percentages are based on the number of responses received.

TABLE D-94

WHAT WERE THE REASONS BEHIND THE RESOURCE ORGANIZATIONS' INITIAL DECISIONS TO GET INVOLVED WITH THE EBCE PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
Interest in the community, commitment to the community	8	53
Program is consistent with the organization's interests	3	20
We need interested help; we get qualified people without the expense of training them; we get future employees	1	7
Other	3	20

Number of responses = 15

NOTE: Only those RP's who indicated that their organization's reasons were different than their personal reasons for participating are represented above. Fourteen RP's indicated that the organizational and personal reasons were identical. One RP indicated that he had no organization; two indicated that their organizations were not involved. Twenty RP's did not know what the reasons were underlying their organization's decision to participate. Thus the number of RP's whose responses are represented above totaled 13. Percentages are based on the 15 coded responses given by this group.

TABLE D-95

PROPORTION OF RP'S WHO THINK THAT THEIR ORGANIZATIONS WILL CONTINUE WORKING WITH THE CAREER EDUCATION PROGRAM DURING THE NEXT FEW YEARS

Far West School

	f	%
Organization will continue	36	72
Organization will not continue	4	8
Don't know	6	12
No response	4	8
	n = 50	

NOTE: Three of the four RP's who indicated that their organizations would not continue cited lack of time or insufficient staff as the reason.

TABLE D-96

PROPORTION OF RESOURCE PERSONS WHO THINK THEY WILL CONTINUE WORKING WITH THE CAREER EDUCATION PROGRAM IF THEIR ORGANIZATIONS CONTINUE

Far West School

	f	%
RP will continue working with the program	38	76
RP will not continue working with the program	4	8
Don't know	7	14
No response	1	2
	n = 50	

NOTE: Among the RP's who would not or did not know if they would continue working with the program, two cited reasons dealing with the EBCE program and students; three cited time problems.

TABLE D-97

IF THE RESOURCE ORGANIZATIONS CONTINUE TO PARTICIPATE IN THE CAREER EDUCATION PROGRAM, AT WHAT LEVEL WILL THEY CONTINUE?

Frequency and Percent of RP Responses

Far West School

	f	%
Anticipated level of future organizational involvement:		
Continue with more students	23	46
Continue with about the same number of students	19	38
Continue with fewer students	2	4
Organization will not continue	4	8
No response	2	4
	n = 50	

TABLE D-98

WHAT DIFFICULTIES WOULD THE RESOURCE ORGANIZATIONS EXPERIENCE IF THEY WERE TO ATTEMPT TO INCREASE THE NUMBER OF CAREER EDUCATION STUDENTS THEY DEAL WITH?

Frequency and Percent of RP Responses

Far West School

	Would Apply		Would Not Apply		No Response	
	f	%	f	%	f	%
Difficulty:						
Lack of space	18	36	22	44	10	20
Lack of equipment or facilities	14	28	26	52	10	20
Lack of personnel to work with students	23	46	17	34	10	20
Disruption of on-going work	22	44	18	36	10	20
Lack of time to deal with students	32	64	8	16	10	20
Problems in implementing the program	14	28	26	52	10	20
Lack of funds to apply to program	5	10	35	70	10	20
Labor union problems	3	6	37	74	10	20

n=50

TABLE D-99

HOW MANY STUDENTS MIGHT THE RESOURCE ORGANIZATIONS BE ABLE TO HANDLE?

Frequency and Percent of RP Responses

Far West School

	f	%
Number of Students:		
One to two	13	26
More than ten	12	24
Three to four	9	18
Five to ten	8	16
Don't know	3	6
No response	5	10
	n = 50	

TABLE D-100a

PROPORTION OF RESOURCE PERSONS WHO WOULD RECOMMEND THE EBCE PROGRAM TO OTHER RESOURCE ORGANIZATIONS FOR THEIR POTENTIAL INVOLVEMENT

Far West School

	f	%
RP would recommend, without reservation	34	78
RP would recommend, but with reservation	10	20
RP would not recommend	3	6
No response	3	6
	n = 50	

TABLE D-100b

WHAT WOULD HAVE TO BE CHANGED BEFORE RP'S WOULD BE WILLING TO RECOMMEND IN FAVOR OF THE CAREER EDUCATION PROGRAM WITHOUT RESERVATION?

Distribution of Coded Free Responses

Far West School

	f	%
Closer coordination from the project staff	10	59
Better control over the amount and time of student demand	2	12
Better orientation of the students	1	6
Other	4	24
Number of responses =	17	

NOTE: Only those RP's (n=13) who indicated that they had reservations about recommending the program or who indicated that they would not recommend the program to other resource organizations were asked this question. Some gave more than one response. Percentages are based on the total number of coded responses.

TABLE D-101

WHAT DO RESOURCE PERSONS CONSIDER TO BE THE SINGLE GREATEST STRENGTH OF THE PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
Direct experience in the community, on the job; realistic learning experience; exploration of careers, job; contact with the "real world"; contact with adults outside school	27	50
Varied activities; wider opportunities; broad range of experiences	4	7
Flexibility, adapability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	4	7
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	4	7
Gives students responsibility; encourages independence; self-reliance; helps them mature	3	6
Learns job skills	2	4
Small size; not overcrowded; students get individual attention	2	4
Improves learning; academic accomplishment	1	2
Staff; people--LC's, RP's, tutors, etc.; relations between staff and students; cooperative atmosphere	1	2
Other	3	6
Don't know; not sure; undecided; no opinion	3	6

number of responses = 54

NOTE: One RP did not respond to this question. Five of the remaining RP's (n = 49) gave responses that could be coded into more than one of the above categories. Percentages are based on the total number of responses.

TABLE D-102

WHAT DID THE RP'S THINK WERE THE SINGLE GREATEST WEAKNESSES OF THE EBCE PROGRAM?

Distribution of Coded Free Responses

Far West School

	f	%
Poor coordination, organization; lack of follow-through by staff; lack of feedback; lack of contact between RP's and FWS staff	12	23
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	5	10
Not enough attention to basic skills; poor academic counseling; poor college preparation; lack of a balanced curriculum	4	8
Not enough supervision; supervision is too lax	4	8
Students are not challenged or motivated	3	6
None, can't think of anything	3	6
Limited resources; staff too small; job sites too few; program unable to accommodate everyone	2	4
Failure to carry out programs as advertised; misrepresentation	1	2
Not enough student time at the site	1	2
Other	7	13
Not in a position to judge	10	19

Number of responses = 52

NOTE: One RP did not respond to this question. Three of the remaining RP's (n=49) gave answers that could be coded into more than one of the above categories. Percentages are based on the total number of coded responses.

TABLE D-103a

PROPORTION OF RESOURCE ORGANIZATIONS WHICH ARE INVOLVED IN EDUCATIONAL PROGRAMS, OTHER THAN EBCE, WHICH DEAL WITH HIGH SCHOOL STUDENTS

Far West School

	f	%
Resource organizations are involved in other educational programs	29	58
Resource organizations are not involved in other educational programs	20	40
No Response	1	2
	n = 50	

TABLE D-103b

WHAT ARE THE EDUCATIONAL PROGRAMS (OTHER THAN EBCE) WITH WHICH THE RESOURCE ORGANIZATIONS ARE INVOLVED?

Distribution of Coded Free Responses

Far West School

	f	%
Cooperative work program; work orientation program; work experience program; intern program	8	29
Lectures, presentations in the schools	6	21
Tours, open houses for students	3	11
Entire program of the organization is educational (e.g., museum, youth orchestra, Lawrence Hall of Science)	2	7
Neighborhood Youth Corps (NYC)	1	4
Other	8	29
	Number of responses = 28	

NOTE: Only those RP's (n=29) who indicated that their organization was involved with a program other than EBCE were asked to respond. One did not. Percentages are based on the number of responses received.

TABLE D-104

WHAT ARE THE ACTIVITIES
THAT RP'S ENGAGE IN WITH THE STUDENTS THEY DEAL WITH?

Frequency and Percent of RP Responses

Far West School

	ACTIVITY IS ENGAGED IN		ACTIVITY IS NOT ENGAGED IN		NO RESPONSE	
Activity	f	%	f	%	f	%
Talking about job opportunities in the career area	40	80	7	14	3	6
Discussing the student's personal problems	11	22	35	70	4	8
Talking about the activities which go on within the resource organization	45	90	2	4	3	6
Inviting students to business or professional meetings that RP's attend	15	30	30	60	5	10
Familiarizing students with equipment used in the organization	36	72	9	18	5	10
Referring students to other agencies or people that RP's know who can provide additional information in the student's area of interest	33	66	13	26	4	8
Evaluating individual students' plans and products	24	48	21	42	5	10
Advising students about activities not related to the organization	25	50	22	44	3	6
Teaching students to perform specific job-related tasks within the organization	25	50	19	38	6	12
Helping plan student project activities	27	54	19	38	4	8
Exposing students to tasks which require them to use their reading skills	32	64	14	28	3	6
Exposing students to tasks which require them to use their writing skills	27	54	19	38	4	8

TABLE D-104 (continued)

Activity	ACTIVITY IS ENGAGED IN		ACTIVITY IS NOT ENGAGED IN		NO RESPONSE	
	f	%	f	%	f	%
Exposing students to tasks which require them to use their mathematics skills	20	40	26	52	4	8
Exposing students to tasks which require them to use their interpersonal skills	30	60	16	32	4	8
Discussing with students the kinds of skills and training necessary to enter certain careers or career areas	42	84	5	10	3	6
Giving tasks to students which require them to assume responsibility for their work	29	58	17	34	4	8
Asking students to evaluate their own work	28	56	17	34	5	10
Discussing with students the characteristics of various jobs within the career area the students seem to be interested in	37	74	5	10	8	16

n = 50

377

TABLE D-105

DID THE RP'S NOTICE ANY CHANGES IN THE STUDENTS WITH WHOM THEY WORKED?

Frequency and Percent of RP Responses

Far West School

	Area of Change									
RP Perceived Change	Self-Confidence		Ability to Ask Questions		Ability to Respond to Questions or Directions		Ability to Take the Initiative		Reliability	
	f	%	f	%	f	%	f	%	f	%
Insufficient length of time spent to make judgments	20	40	20	40	20	40	21	42	21	42
Generally a great improvement	10	20	12	24	10	20	6	12	6	12
Generally a slight improvement	12	24	9	18	12	24	14	28	15	30
No appreciable change noticed	5	10	6	12	5	10	6	12	3	6
Generally a slight decrease	0	0	0	0	0	0	0	0	1	2
Generally a great decrease	0	0	0	0	0	0	0	0	0	0
No Response	3	6	3	6	3	6	3	6	4	8
	n = 50		n = 50		n = 50		n = 50		n = 50	

APPENDIX E

Data Tables in Support of Chapter 5, Volume VI

Community Experiences for Career Education

Current Student Data

TABLE E-1

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED EBCE PROGRAM GENERATED EXPERIENCES

Community Experiences for Career Education

	First Choice		Second Choice	
	f	%	f	%
Two experience sites for extended periods of time (Learning level)	1	5	0	-
One experience site for extended periods of time (Learning level)	12	60	5	29
Two sites for 10-20 hours (Exploration level)	2	10	2	12
One site for 10-20 hours (Exploration level)	3	15	4	24
No program generated experiences useful	2	10	6	35
Total number of responses	20		17	

TABLE E-2

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED LEARNING CENTER OR SCHOOL ACTIVITIES

	Community Experiences for Career Education								Other Non(CE)[2] Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Two or more activities involving center or school staff	0	-	0	-	1	11	0	-	1	13	0	-
One or more field trips	NA	-	NA	-	0	-	1	11	0	-	0	-
One activity or class involving teacher or center staff member	0	-	0	-	0	-	0	-	1	13	0	-
Talk with counselor, teacher or center staff member	1	5	0	-	0	-	0	-	0	-	0	-
One activity or class with detail	1	5	0	-	0	-	0	-	1	13	2	40
One activity or class with no detail	0	-	0	-	1	11	0	-	2	25	1	20
Activity or class involving outside speaker	0	-	0	-	0	-	0	-	0	-	0	-
Related class prior to EBCE application	1	5	0	-	1	11	1	11	2	25	0	-
Other or uncodable	0	-	0	-	2	22	1	11	0	-	0	-
No school or center activity	17	85	17	100	4	44	6	67	1	13	2	40
Total number of responses	20		17		9		9		8		5	

TABLE E-3

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT CAREER RELATED NON-SCHOOL EXPERIENCES

Community Experiences for Career Education

	Experimental				Control				Other Non-(CE)$_2$ Second Year			
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Two sites with adult involvement for an extended period of time					2	22						
One site with adult involvement for an extended period of time	3	15	2	12	1	11	3	33	3	38	1	20
Formal classes in other schools, church, etc.	0	-	1	6	2	22	0	-	0	-	0	-
Leisure time or hobby activities	1	5	1	6	0	-	1	11	0	-	1	20
Made or did something in home	1	5	1	6	1	11	1	11	3	38	1	20
Talked with adult	5	25	2	12	1	11	1	11	1	13	0	-
Talked with family member	1	5	0	-	0	-	1	11	0	-	0	-
Career related job	0	-	1	6	0	-	1	11	1	13	1	20
Other or uncodable	0	-	0	-	0	-	0	-	0	-	0	-
No related non-school experiences	9	45	9	53	2	22	1	11	0	-	1	20
Total number of responses	20		17		9		9		8		5	

TABLE E-4

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED READING

Community Experiences for Career Education

	Experimental				Control				Other Non-(CE)$_2$			
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
At least two titled books plus other books, pamphlets, etc.	1	5							1	13		
At least two titled books	0	-							0	-		
One titled book plus other books, pamphlets, magazines, etc.	0	-	1	6	1	11	0	-	0	-		
One book titled	1	5	1	6	1	11	1	11	2	25	1	20
Magazines, pamphlets, career guides, etc.	0	-	0	-	0	-	0	-	0	-	0	-
Magazines only	0	-	0	-	0	-	2	22	0	-	0	-
Pamphlets and career guides only	8	40	6	35	0	-	1	11	0	-	1	20
Reading, but with no detail	3	15	1	6	3	33	2	22	3	38	1	20
Other or uncodable	1	5	0	-	0	-	0	-	0	-	1	20
No reading	6	30	8	47	4	44	3	33	2	25	1	20
Total number of responses	20		17		9		9		8		5	

TABLE E-5

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT OUTCOMES OR ACCOMPLISHMENTS OF CAREER RELATED ACTIVITIES

Community Experiences for Career Education

Coding Categories	Experimental				Control				Other Non(CE)[2] Second Year			
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
	f	%	f	%	f	%	f	%	f	%	f	%
Individual or group prepared product resulting from activity	1	5	2	12	1	13	0	-	4	50	0	-
Term papers, reports on experiences of activities required by school	6	30	2	12	0	-	0	-	0	-	0	-
Specific learning or skill improvement	2	10	1	6	1	13	1	14	0	-	0	-
Specific statement of new or revised plans	1	5	0	-	0	-	1	14	0	-	1	25
Other or uncodable	0	-	1	6	1	13	0	-	0	-	0	-
No outcomes or accomplishments	10	50	11	65	5	63	5	71	4	50	3	75
Total number of responses	20		17		8		7		8		4	

TABLE E-6

DISTRIBUTION OF CAREER FOCUS AND EXPERIENCE RATINGS

Community Experiences for Career Education

Coding Categories	Experimental		Control		Other non (CE)[2]	
	f	%	f	%	f	%
Two careers of interest, relevant experiences for both	4	20	1	11	3	38
Two careers of interest, relevant experiences for one	6	30	2	22	0	-
One career of interest, relevant experience	3	15	1	11	1	13
One career of interest prior to EBCE application, relevant experience	0	-	1	11	1	13
Interests pursued without career focus, relevant experience	1	5	1	11	0	-
Avocational interest or hobby pursued on student initiative	0	-	0	-	0	-
Potential career interest, but little or no experience	4	20	2	22	2	25
No career focus, but some potentially useful experience	0	-	0	-	1	13
No career focus, no experience no thought about career planning	1	5	1	11	0	-
Confusion about careers, little or no experience that might be helpful	1	5	0	-	0	-
Inadequate information to categorize	0	-	0	-	0	-
Total number of responses	20		9		8	

TABLE E-7

DISTRIBUTIONS OF CODED FREE RESPONSE REASONS FOR OR AGAINST REAPPLYING FOR ADMISSION TO EBCE PROGRAM

Community Experiences for Career Education

	EBCE Program												Conventional School Program											
	Positive						Negative						Positive						Negative					
	Exper.		Control		Other Non-CE$_2$		Exper.		Control		Other Non-CE$_2$		Exper.		Control		Other Non-CE$_2$		Exper.		Control		Other Non-CE$_2$	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lack of rigid structure and freedom to learn what you want to	4	20							3	33									2	10				
Characteristics of staff and relationships	9	45																	1	5				
Lack of pressure from grades, tests	1	5									1	14							1	5				
More attention to individual students	2	10			1	14													2	10				
Opportunity to explore careers/jobs	9	45	1	11	5	71									1	11	1	14						
Need for college preparation											1	14												
Greater independence and need for individual responsibility	7	35																	1	5				
New and different activities	1	5																	3	15				
Potential drop-out																								
Opportunities to meet new or different people	3	15													1	11								
Opportunity to see what adult world is like	1	5																						
Make new friends or give up friends	1	5			1	14									1	11								
Social life, dances, etc.	1	5													1	11			1	5				
Miscellaneous and general statements of positive and negative feelings	8	40	2	22					4	44	1	14			2	22			2	10	1	11	2	29
Other or uncodable	2	10	1	11			2	10	1	11	1	14			2	22			1	5				
Total number of responses	49		4		7		2		8		4		0		8		1		14		1		2	

Total number of respondents: First year experimental = 20; First year control = 9; Other non(CE)$_2$ = 7

TABLE E-8

PERCENTS OF STUDENTS CHOOSING SCORABLE CAREERS/JOBS

Community Experiences for Career Education

Scoring Keys	Experimental Choices			Control Choices			Other non(CE)$_2$ Choices		
	1st	2nd	Both	1st	2nd	Both	1st	2nd	Both
Engineers-All Kinds									
Medical-Dental Doctors	5		3						
Registered Nurse	5		3						
Veterinary Medicine Doctor									
Accountant		6	3						
Business Administration/Mgmt.							13		8
School Counselor	5	6	5		22	11			
Social Worker				11		6			
Teacher-All Kinds	10		5	22		11			
Journalist									
Lawyer									
Psychologist									
Artist-Commercial									
Artist-Free Lance							13		8
Musician-Vocal and Instrumental		6	3					25	8
Theater-Actor and Stage Craft									
Computer Operator, Keypunch									
Computer Programmer									
Electronics Technician							13		8
Laboratory Technician	5	11	8						
Photographer				11		6			
Physiotherapist							13		8
Veterinary Assistant	5	6	5						
X-Ray Technician		6	3						
Proprietor		6	3		11	6			
Sales and Sales Clerk								25	3
Auto Mechanic	10		5	11	11	11	25	50	33
Welder	5		3	11		6			
Carpenter									
Secretary-General and Special	5		3						
Typist				11	11	11			
Policeman or Policewoman		6	3				13		8
Truck Driver, Heavy Equip. Op.	5		3	11		6			
Beautician, Hairdresser	5		3						
Disc Jockey		11	5						
Forester, Game warden									
Stewardess									
No Key	35	39	37	11	44	28	13		8
Number of Choices	20	18	38	9	9	18	8	4	12

TABLE E-9

COUNTS OF STUDENTS' FIRST CAREER CHOICES GROUPED BY PROJECT TALENT CAREER GROUPS

Community Experiences for Career Education

Career Groups	Experimental						Control and Other non(CE)$_2$						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Engineering, Physical Science Mathematics and Architecture	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Medical and Biological Sciences	1	13	1	11	2	12	0	-	0	-	0	-	1	6	1	6	2	6
Business Administration	0	-	0	-	0	-	0	-	1	14	1	6	0	-	1	6	1	3
Teaching and Social Sciences	0	-	3	33	3	18	0	-	3	43	3	18	0	-	6	38	6	18
Humanities, Law, Social and Behavioral Sciences	1	13	0	-	1	6	0	-	0	-	0	-	1	6	0	-	1	3
Fine Arts, Performing Arts	0	-	0	-	0	-	2	20	0	-	2	12	2	11	0	-	2	6
Technical Jobs	0	-	0	-	0	-	2	20	0	-	2	12	2	11	0	-	2	6
Proprietors, Sales	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Mechanics, Industrial Trades	2	25	0	-	2	12	4	40	1	14	5	29	6	33	1	6	7	21
Construction Trades	1	13	0	-	1	6	0	-	0	-	0	-	1	6	0	-	1	3
Secretarial-Clerical, Office Workers	0	-	3	33	3	18	0	-	1	14	1	6	0	-	4	25	4	12
General Labor, Community and Public Service	2	25	1	11	3	18	2	20	0	-	2	12	4	22	1	6	5	15
Not Assignable to Groups	1	13	1	11	2	12	0	-	1	14	1	6	1	6	2	13	3	9
Total	8		9		17		10		7		17		18		16		34	

Note: Control and non(CE)$_2$ groups combined to provide sufficient data for a tentative comparison of males and females.

TABLE E-10

COUNTS OF STUDENTS CITING VARIOUS CONSIDERATIONS IN CAREER CHOICE AS CODED FROM FREE RESPONSES

Community Experiences for Career Education

Considerations	Exper.		Control		Other Non(CE)$_2$	
	f	%	f	%	f	%
Personal Interests, Abilities						
Interest in and enjoyment of the work	10	50	5	56	5	63
Attitude toward academic preparation	11	55*	0	-	1	13
Preference for challenging work	1	5	1	11	0	-
Enjoyment in helping people	1	5	1	11	2	25
Enjoyment in meeting different people	2	10	2	22	0	-
Having abilities required for job	10	50	4	44	3	38
Enjoyment in working with hands; making things	2	10	1	11	1	13
Career/Job Requirements						
Money required to prepare for career	2	10*	0	-	1	13
Working environment and conditions	6	30	2	22	3	38
Amount of supervision required	3	15*	0	-	0	-
Opportunities and requirements for travel	0	-	1	11	0	-
Location of job	0	-	0	-	0	-
Opportunities and Rewards						
Money and other benefits for work	7	35*	0	-	3	38
Intrinsic rewards in job	4	20	3	33	2	25
Employment opportunities	7	35	5	56	2	25
Chances for advancement	2	10	1	11	0	-
Miscellaneous (1)	3	15	2	22	1	13
Uncodable Responses	0	-	2	22	1	13
Total number of students (2)	20		9		8	
Sub-totals for Classes of Considerations						
Personal Interests and Abilities	37	52	14	47	12	48
Career/Job Requirements	11	15	3	10	4	16
Opportunities and Rewards	20	28	9	30	7	28
Miscellaneous	3	4	2	7	1	4
Uncodable	0	-	2	7	1	4
Total number of responses (3)	71		30		25	

---

*The difference between the percents for the experimental and control groups is statistically significant (p = .05).

Notes: (1) Includes: parental influence; influential person other than parents, chance to use what has been learned; and knowing more about one job than another.

(2) This is the base used to compute percentages for the coding categories above.

(3) This is the base used to compute percentages for the sub-totals for the classes of categories.

TABLE E-11

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO INTEREST

Community Experiences for Career Education

		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
Experimental	f	2	9	5	3	0	19	3.3	2.6
	%	11	47	26	16	-			
Control	f	0	6	3	0	0	9	3.2	1.3
	%	-	67	33	-	-			
Other non(CE)$_2$	f	3	0	3	1	0	7	3.0	2.8
	%	43	0	43	14	-			

---

[*] Computed using ungrouped data

Percent 3 and below $t = .47; \ p \doteq .60$

TABLE E-12

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO KNOWLEDGE

Community Experiences for Career Education

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
Experimental	f	5	8	5	0	1	19	2.5	2.6
	%	26	42	26	0	5			
Control	f	1	2	5	1	0	9	4.0	1.9
	%	11	22	56	11				
Other non(CE)$_2$	f	2	0	3	2	0	7	4.4	3.3
	%	29	0	43	29	-			

---

*Computed using ungrouped data

Percent 3 and below t = 1.84; p = .06

TABLE E-13

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS HIGH INTEREST AND KNOWLEDGE

Community Experiences for Career Education

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
Experimental	f	3	13	3	0	0	19	1.8	1.3
	%	16	68	16	-	-			
Control	f	0	8	1	0	0	9	1.9	1.0
	%	-	90	11	-	-			
Other non(CE)$_2$	f	2	4	1	0	0	7	1.7	1.9
	%	29	57	14	-	-			

---

*Computed using ungrouped data

Percent 3 and below t = .50; p = .62

TABLE E-14

DISTRIBUTIONS OF CORRECT CAREER REQUIREMENTS SCORES

Community Experiences for Career Education

	Correct Necessary						Correct Not Necessary					
	Exper.		Control		Other non(CE)[2]		Exper.		Control		Other non(CE)[2]	
Percent Scores	f	%	f	%	f	%	f	%	f	%	f	%
90-99	1	6	1	11	1	14	0	-	0	-	0	-
80-89	2	12	3	33	0	-	1	7	0	-	0	-
70-79	4	25	0	0	2	29	3	20	2	25	0	-
60-69	3	19	1	11	2	29	4	27	2	25	0	-
50-59	2	12	4	44	0	0	3	20	2	25	1	14
40-49	1	6	0	-	2	29	0	0	0	0	2	29
30-39	2	12	0	-	0	-	1	7	0	0	1	14
20-29	1	6	0	-	0	-	3	20	0	0	0	0
10-19	0	-	0	-	0	-	0	-	0	0	2	29
0- 9	0	-	0	-	0	-	0	-	2	25	1	14
N	16		9		7		15		8		7	
Mean	62		69		68		56		52		32	
Std. Dev.	19		17		17		17		29		17	

Exper. vs. Control

$t_{(\bar{X}_E - \bar{X}_c)} = -.88$

$t_{(\bar{X}_E - \bar{X}_c)} = .42$

p = .33 (one tail)

TABLE E-15

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED HIGH CONSISTENT WITH PERCEIVED NECESSARY CAREER REQUIREMENTS

Community Experiences for Career Education

No. of Character-istics	Experimental		Control		Other non(CE)[2]	
	f	%	f	%	f	%
25+	0	-	0	-	0	-
21-24	0	-	1	13	1	13
17-20	0	-	0	-	0	-
13-16	2	10	1	13	1	13
9-12	6	30	0	-	1	13
5-8	3	15	4	50	1	13
1-4	6	30	2	25	4	50
0	3	15	0	-	0	-
N	20		8		8	
Mean	6.2		8.4		9.0	
Std. Dev.	5.0		6.3		7.0	

Experimental vs control

$t_{26} = -0.89$ $p = .19$ (one tail)

TABLE E-16

DISTRIBUTIONS OF NUMBER OF SELF-IMAGE CHARACTERISTICS RATED LOW CONSISTENT WITH PERCEIVED NOT NECESSARY CAREER REQUIREMENTS

Community Experiences for Career Education

No. of Charact.	Experimental f	Experimental %	Control f	Control %	Other non(CE)[2] f	Other non(CE)[2] %
13-14	1	5	0	-	0	-
11-12	0	-	0	-	0	-
9-10	1	5	0	-	1	13
7-8	1	5	1	13	1	13
5-6	6	30	2	25	1	13
3-4	5	25	1	13	2	25
1-2	5	25	3	38	1	13
0	1	5	1	13	2	25
N	20		8		8	
Mean	4.5		3.4		3.6	
Std. Dev.	3.2		2.5		3.2	

Experimental vs Control

$t_{26} = 1.00$ $p = .15$ (one tail)

TABLE E-17

PERSONAL CHARACTERISTICS ON WHICH SELF-REPORTED POSITIVE CHANGE WAS INDICATED WITH HIGH AND LOW FREQUENCY

Community Experiences for Career Education

Characteristics	Positive Change Indicated						Negative Change Indicated					
	Exp.		Cont.		Non(CE)$_2$		Exp.		Cont.		Non(CE)$_2$	
	f	%	f	%	f	%	f	%	f	%	f	%
High Frequency Positive Change												
Basic reading	13	65	5	56	3	43	0	-	0	-	0	-
Reasoning	17	85	7	78	6	86	0	-	0	-	0	-
Skills in cooperation	13	65	3	33	6	86	1	5	0	-	0	-
Friendliness	15	75	5	56	5	71	0	-	0	-	0	-
Level of motivation	14	70	5	56	5	71	1	5	0	-	0	-
Self-discipline	15	75	5	56	6	86	1	5	0	-	0	-
Ability to take direction	15	75	4	44	4	57	0	-	1	11	0	-
Low Frequency Positive Change												
Memorization	7	35	5	56	4	57	4	20	0	-	1	14
Health	7	35	5	56	2	29	3	15	0	-	2	29
Artistic creativity - ability	2	10	4	44	1	14	3	15	1	11	1	14
Musical creativity - ability	5	25	1	11	3	43	5	25	1	11	3	43
Dramatic creativity - ability	2	10	2	22	1	14	5	25	1	11	1	14
Mechanical creativity - ability	7	35	3	33	4	57	2	10	1	11	1	14
Persuasive skills	7	35	5	56	4	57	2	10	0	-	1	14
Number of Students	20		9		7		20		9		7	
Number of responses, listed characteristics	139		59		54		27		5		10	
Number of responses, other characteristics	164		55		51		15		23		2	
Total number of responses	303		114		105		42		28		12	
Average number of responses	15.2		12.7		15.0		2.1		3.1		1.7	
Percent of possible responses	50.7		42.3		50.0		7.0		10.3		5.7	

High frequency: marked by at least 65% of the experimental group students.
Low frequency: marked by 35% or fewer students in the experimental group.

TABLE E-18

DISTRIBUTION OF CAREER PLANNING ATTITUDE RATINGS

Community Experiences for Career Education

Rating	f	%	f	%	f	%
(High)1	2	11	0	-	0	-
2	6	32	4	44	3	38
3	5	26	1	11	2	25
4	4	21	3	33	1	13
5	0	-	0	-	1	13
6	1	5	1	11	1	13
7	1	5	0	-	0	-
N	19		9		8	

Proportions rated 1, 2, or 3

t = 0.73; dof = 26; p>.10

TABLE E-19

DISTRIBUTION OF ORAL COMMUNICATION SKILLS RATINGS

Community Experiences for Career Education

Rating	Exper.		Control		Other non (CE)[2]	
	f	%	f	%	f	%
(High)1	4	21	0	-	1	13
2	8	42	2	22	1	13
3	4	21	6	67	4	50
(Low)4	3	16	1	11	2	25
N	19		9		8	

Proportions rated 1 or 2

t = 2.32; dof = 26; .05>p>.02

TABLE E-20

DISTRIBUTIONS OF CTBS READING COMPREHENSION SCORES

Community Experiences for Career Education

	Pretest						Posttest					
	Exper.		Cont.		Other Non CE$_2$		Exper.		Cont.		Other Non CE$_2$	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	0	-	0	-	0	-	0	-
800-899	0	-	0	-	0	-	0	-	0	-	0	-
700-799	2	97	0	-	0	-	6	90	1	-	0	-
600-699	11	75	3	-	0	-	12	60	3	-	0	-
500-599	8	43	1	-	1	-	8	27	0	-	1	-
400-499	9	15	1	-	1	-	4	7	2	-	2	-
300-399	0	-	1	-	1	-	0	-	0	-	0	-
200-299	0	-	0	-	0	-	0	-	0	-	0	-
N	30		6		3		30		6		3	
Mean	570		537		446		619		605		491	
Std. Dev.	86		111		48		92		107		66	

TABLE E-21

DISTRIBUTIONS OF CTBS ARITHMETIC CONCEPTS SCORES

Community Experiences for Career Education

	Pretest						Posttest					
	Exper.		Cont.		Other Non CE's		Exper.		Cont.		Other Non CE's	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	0	-	0	-	0	-	0	-
800-899	0	-	0	-	0	-	0	-	0	-	0	-
700-799	3	95	0	-	0	-	1	98	1	-	0	-
600-699	5	82	2	-	0	-	8	83	1	-	0	-
500-599	15	48	2	-	2	-	16	43	3	-	1	-
400-499	7	12	2	-	1	-	4	10	1	-	2	-
300-399	0	-	0	-	0	-	1	2	0	-	0	-
200-299	0	-	0	-	0	-	0	-	0	-	0	-
N	30		6		3		30		6		3	
Mean	557		546		488		568		567		513	
Std. Dev.	93		89		53		75		82		60	

TABLE E-22

DISTRIBUTIONS OF CTBS ARITHMETIC APPLICATIONS SCORES

Community Experiences for Career Education

	Pretest						Posttest					
	Exper.		Cont.		Other Non CE$_2$		Exper.		Cont.		Other Non CE$_2$	
Scores	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank	f	%ile Rank
900-999	0	-	0	-	0	-	0	-	0	-	0	-
800-899	0	-	0	-	0	-	0	-	0	-	0	-
700-799	1	98	0	-	0	-	3	95	0	-	0	-
600-699	7	85	0	-	0	-	8	77	2	-	1	-
500-599	12	53	5	-	2	-	15	38	2	-	1	-
400-499	10	17	1	-	1	-	2	10	2	-	1	-
300-399	0	-	0	-	0	-	2	3	0	-	0	-
200-299	0	-	0	-	0	-	0	-	0	-	0	-
N	30		6		3		30		6		3	
Mean	543		536		507		571		566		519	
Std. Dev.	77		43		66		84		66		70	

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Parent Data

TABLE E-23

WHAT RELATIONSHIP WERE THE PARENTS RESPONDING TO THEIR SONS OR DAUGHTERS ATTENDING $(CE)_2$?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Mother	34	78
Father	20	19
Stepfather	0	2
Stepmother	1	0
Legal Guardian	2	1
Number of responses =	57	

NOTE: One parent did not respond to this question. In 15 instances, two parents jointly completed the questionnaire. Percentages are based on the total number of responses.

TABLE E-24

HOW WELL DO PARENTS FEEL THAT THE (CE)2 PROGRAM COMPARES OVERALL WITH THE PAST SCHOOL EXPERIENCES OF THEIR SONS OR DAUGHTERS?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
It is much better	26	62
It is somewhat better	16	38
It is about the same	0	0
It is somewhat worse	0	0
It is much worse	0	0
No opinion	0	0
	n = 42	

TABLE E-25

HOW WELL DO PARENTS THINK THEIR SONS OR DAUGHTERS LIKE THE $(CE)_2$ PROGRAM COMPARED WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Much better	35	83
Somewhat better	7	17
About the same	0	0
Somewhat less	0	0
Much less	0	0
No opinion	0	0
	n = 42	

TABLE E-26

HOW DO PARENTS THINK THE AMOUNT OF LEARNING THEIR SONS OR DAUGHTERS ARE GETTING AT $(CE)_2$ COMPARES WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Learning much more	22	52
Learning somewhat more	14	33
Learning about the same	2	5
Learning somewhat less	0	0
Learning much less	0	0
No opinion	1	2
No response	3	7
n =	42	

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TABLE E-27

PROPORTION OF PARENTS WHO WOULD WANT THEIR SONS OR DAUGHTERS TO PARTICIPATE IN THE $(CE)_2$ PROGRAM IF THEY HAD IT TO DO OVER AGAIN

$(CE)_2$

	f	%
Would want son or daughter to participate in $(CE)_2$ program	40	95
Would not want son or daughter to participate in $(CE)_2$ program	1	2
Don't care	1	2
n =	42	

TABLE E-28

HOW OFTEN ARE PARENTS IN CONTACT WITH THE $(CE)_2$ STAFF IN THE COURSE OF A YEAR?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Several times a year	23	55
Once or twice a month	10	24
Once or twice a week	6	14
Almost never	3	7
Never	0	0
Almost every day	0	0
n =	42	

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TABLE E-29

WHAT KINDS OF CONTACTS DO PARENTS HAVE WITH THE $(CE)_2$ STAFF?

Frequency and Percent of Parents' Responses

$(CE)_2$

	Contact made in this manner		No contact made in this manner	
	f	%	f	%
Individual meetings	41	98	1	2
Phone conversations	40	95	2	5
Mailed correspondence - specific information about son or daughter	37	88	5	12
Written reports about the performance of son or daughter	36	86	6	14
Mailed correspondence - general program information	36	86	6	14
Spoken reports about the performance of son or daughter	33	79	9	21
Group meetings (with other parents)	31	74	11	26
Other	2	5	40	95

n = 42

TABLE E-30

HOW MUCH INFORMATION ARE PARENTS RECEIVING ABOUT THEIR SONS' AND DAUGHTERS' PROGRESS AND PERFORMANCE IN $(CE)_2$?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Receiving all information needed	38	90
Would like to receive more information	4	10
Receiving more information than is really wanted or needed	0	0
n =	42	

TABLE E-31

HOW MUCH INFORMATION ARE PARENTS RECEIVING ABOUT $(CE)_2$ IN GENERAL?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Receiving all information needed	37	88
Would like to receive more information	4	10
Receiving more information than is really wanted or needed	0	0
No response	1	2
n =	42	

TABLE E-32

WHAT DID THE PARENTS HOPE THEIR SONS AND DAUGHTERS WOULD GET OUT OF THE PROGRAM WHEN THEY FIRST JOINED $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Career or job experience, observation, exploration (general); general job skills; knowledge of job opportunities	10	16
Good education; better learning; better academic performance	8	13
Greater interest in school; motivation; less boredom	7	11
Discipline; responsibility	7	11
Self-reliance; self-confidence	6	10
Selection of a career; a career or job choice; a decision about a career	6	10
Graduation from high school	3	5
Greater understanding of other people	3	5
Preparation in basic skills	3	5
Self-understanding	2	3
Sense of accomplishment; challenge; personal satisfaction	2	3
Experience in a specific job or career; specific job skills	1	2
Individual attention	1	2
Other	3	5
Number of responses =	62	

NOTE: Two parents did not respond to this question. Many of the remaining parents (n = 40) gave responses that could be coded into more than one category. Percentages are based on the total number of coded responses.

TABLE E-33

WHAT WOULD PARENTS LIKE THEIR SONS OR DAUGHTERS TO DO AFTER GRADUATION FROM $(CE)_2$?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Attend some kind of college	26	38
Work	18	26
Attend some kind of trade or technical training school	16	23
Attend some kind of business school	4	6
Get married	1	1
Go into military service	0	0
Other	3	4
Don't know	1	1

Number of responses = 69

NOTE: All parents responded (n=42). Some parents checked more than one category. Percentages in each category are based on the total number of responses.

TABLE E-34

WHAT DO PARENTS THINK THEIR SONS OR DAUGHTERS WILL DO AFTER GRADUATION FROM $(CE)_2$?

Frequency and Percent of Parents' Responses

$(CE)_2$

	f	%
Work	26	39
Attend some kind of college	22	33
Attend some kind of trade or technical training school	11	17
Get married	3	5
Go into military service	1	2
Attend some kind of business school	0	0
Other	2	3
Don't know	1	2

Number of responses = 66

NOTE: All parents responded (n = 42). Some parents checked more than one category. Percentages in each category are based on the total number of responses.

TABLE E-35a

PROPORTION OF PARENTS WHO FEEL THAT PARTICIPATING IN THE $(CE)_2$ PROGRAM HAS CHANGED THEIR SONS OR DAUGHTERS IN ANY WAY

$(CE)_2$

	f	%
Participation has caused changes	38	90
Participation has not caused changes	4	10
n =	42	

TABLE E-35b

PROPORTION OF PARENTS WHO FEEL THAT THE CHANGES IN THEIR SONS OR DAUGHTERS CAUSED BY $(CE)_2$ WERE POSITIVE

$(CE)_2$

	f	%
Changes were positive	37	100
Changes were negative	0	0
n =	37	

NOTE: Only those parents (n=38) who indicated that changes had occurred were instructed to answer this question. One did not indicate the direction of his offspring's changes.

TABLE E-35c

WHAT WERE THE CHANGES PARENTS SAW IN THEIR SONS OR DAUGHTERS THAT MIGHT BE A RESULT OF THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

Positive Changes:	f	%
Has more confidence, self-assurance; more self-reliant, independent	11	17
Greater interest in school; likes school better; more involved in school; positive attitude toward learning	10	15
More mature, grown up	10	15
Has greater responsibility; more reliable, dependable; worked harder than before	9	14
Happier, more satisfied, more relaxed, a new person, more patient	5	8
Gets along better with other people; learned to make adult contacts; more outgoing; more tolerant, understanding	5	8
Has decided on a career; made up his/her mind about the future; has a more definite goal	5	8
Learned about jobs, careers; learned what unskilled jobs were like; has a broader view of the world	3	5
Better academic performance; has learned more than before; has come up to higher academic potential; has improved academic skills; better study habits	3	5
Communicates better	2	3
Learned about his/her own capabilities	1	2
Other positive change	1	2
Number of responses =	65	

NOTE: Thirty-five parents gave responses that could be coded as positive changes. Many gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

Negative Changes	f	%
Got false impression of abilities, unrealistic view of achievement	1	100
Number of responses =	1	

NOTE: One parent gave a response which could be coded as a negative change. Percentages are based on total number of coded responses.

TABLE E-36

HOW IMPORTANT DO PARENTS FEEL THAT VARIOUS KINDS OF LEARNING ARE FOR HIGH SCHOOL STUDENTS?

Frequency and Percent of Parents' Responses

$(CE)_2$

	Very important		Somewhat important		Not important		No response	
	f	%	f	%	f	%	f	%
Learning how to communicate with others	42	100	0	0	0	0	0	0
Learning responsibility	42	100	0	0	0	0	0	0
Learning about careers	37	88	4	10	0	0	1	2
Learning basic skills (reading, writing, math)	37	88	4	10	0	0	1	2
Learning specific job skills	20	48	20	48	1	2	1	2

n = 42

TABLE E-37

HOW EFFECTIVE DO PARENTS FEEL THAT (CE)$_2$ HAS BEEN IN TEACHING THEIR SONS OR DAUGHTERS VARIOUS THINGS?

Frequency and Percent of Parents' Responses

(CE)$_2$

	Very effective		Somewhat effective		Not at all effective		No response	
	f	%	f	%	f	%	f	%
Learning how to communicate with others	30	71	10	24	0	0	2	5
Learning responsibility	29	69	11	26	1	2	1	2
Learning about careers	28	67	14	33	0	0	0	0
Learning specific job skills	21	50	19	45	0	0	2	5
Learning basic academic skills (reading, writing, math)	13	31	27	64	0	0	2	5

n = 42

TABLE E-38a

ACCORDING TO PARENTS, WHAT PROBLEMS HAVE THEIR SONS OR DAUGHTERS ENCOUNTERED AT $(CE)_2$?

Distribution of Coded Free Responses

	$(CE)_2$	
	f	%
Not enough structure; too much on his/her own; unable to discipline herself/himself; too much wasted time; unable to organize own time; procrastination; immaturity	11	28
None; no problems	6	15
Problems associated with the job site; poor arrangements at the job site; clash with the RP at the job site; poor job site placement	4	10
Student's attendance, commitment; poor understanding of school's expectations and own responsibilities	2	5
Personality clash or conflict; communication problem with staff	2	5
Academic trouble; got behind; needed more tutorial work; not enough academic help; slipping academically	1	3
Administrative deficiencies (e.g. poor scheduling of classes; failure to follow schedule; bureaucratic interference)	1	3
Too much work; too much pressure; not enough time	1	3
Transportation	1	3
No comment	2	5
Other	8	21
Number of responses =	39	

NOTE: Eight parents did not respond to this question. Of the remaining parents (n = 34), some gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

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TABLE E-38b

ACCORDING TO PARENTS, WERE THE PROBLEMS ENCOUNTERED BY THEIR SONS OR DAUGHTERS RESOLVED?

Frequency and Percent of Parents Responses

$(CE)_2$

	f	%
Problems were resolved	13	54
Problems were not resolved	6	25
Don't know	5	21
n =	24	

NOTE: Eighteen of the parents did not respond. (Fourteen of these had either indicated there were no problems or had not responded to the question on problems.) Percentages are based on number responding.

TABLE E-39

WHAT DO THE PARENTS THINK ARE THE GREATEST STRENGTHS OF THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Staff; people--LC's, EI's, tutors, etc.; relations between staff and students; cooperative atmosphere	20	25
Small size; not overcrowded; students get individual attention	18	22
Direct experience in the community, on the job; realistic learning experience; exploration of careers, jobs; contact with the real world; contact with adults outside school	15	19
Gives students responsibility; encourages independence, self-reliance; helps them mature	13	16
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	7	9
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	2	2
Improves learning; academic accomplishment	2	2
Other	1	1
Don't know; undecided; no opinion	3	4
Number of responses =	81	

NOTE: All parents responded to this question (n = 42). Several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE E-40

WHAT DO THE PARENTS THINK ARE THE GREATEST WEAKNESSES OF THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
None; no weaknesses	5	12
Not enough supervision; supervision is too lax	5	12
Not enough attention to basic skills; poor academic counseling; poor college preparation	3	7
Students miss out on regular school activities; no PE	3	7
Selection of students should be more rigorous	3	7
Limited resources; staff too small; job sites too few; program unable to accommodate everyone	3	7
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	1	2
Poor parental understanding; not enough parental involvement	1	2
Students have too much idle time	1	2
Poor transportation	1	2
No opinion; don't know	3	7
Other	14	33
Number of responses =	43	

NOTE: Nine parents did not respond to this question. Of the remaining parents ($n = 33$) several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE E-41

PROPORTION OF PARENTS WHO HAVE BEEN INVOLVED IN ANY PROJECT PLANNING AND DECISION MAKING AT $(CE)_2$

$(CE)_2$

	f	%
No parent involvement in project planning and decision making	36	86
Parent involvement in project planning and decision making	5	12
No response	1	2
n =	42	

NOTE: In elaborating on this question, one parent indicated he had served on the board, two indicated that they had been involved in planning the program and discussing student requirements; and two indicated other involvements.

Former Student Data

TABLE E-42

DESCRIPTIVE INFORMATION ON THE FORMER STUDENTS

Frequency and Percent of Types of Former Students in Sample Interviewed as Reported by the Former Students

$(CE)_2$

	f	%
Graduate of EBCE program:		
after less than 1 year in EBCE	1	2
after 1 year in EBCE	12	26
after 1½ to 2 years in EBCE	4	9
time in program not reported	2	4
Student left EBCE before graduating:		
voluntary departure	22	47
asked to leave	3	6
other	3	6
	n = 47	

TABLE E-43

HOW MUCH TIME DID THE GRADUATE AND NONGRADUATE FORMER STUDENTS SPEND IN THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

$(CE)_2$

	Graduate		Nongraduate	
	f	%	f	%
Seven to twelve months	14	74	13	46
Thirteen to eighteen months	3	16	2	7
Nineteen to twenty-four months	2	11	3	11
Six months or less	0	0	10	36
	n = 19		= 28	

TABLE E-44

WORK EXPERIENCE OF FORMER STUDENTS SINCE GRADUATION FROM THE EBCE PROGRAM

Frequency and Percent Reporting Work Experience

(CE)$_2$

	Graduates		Nongraduates	
	f	%	f	%
Currently employed				
Full-time	11	58	12	43
Part-time	1	5	1	4
Not currently employed but have had work experience since EBCE				
Full-time	3	16	8	29
Part-time	3	16	3	11
No work experience since EBCE	1	5	4	14
	n = 19		= 28	

TABLE E-45

DESCRIPTIVE INFORMATION ABOUT WORK EXPERIENCE SINCE EBCE

Frequency and Percent of Graduates and Nongraduates with Work Experience Since Leaving the EBCE Program

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Number of Jobs: Proportion Having More than One Job Since $(CE)_2$				
One job since $(CE)_2$	7	39	7	29
Two jobs since $(CE)_2$	7	39	14	58
Three jobs since $(CE)_2$	2	11	2	8
More than three jobs	2	11	1	4
	n = 18		= 24	
Type of Current or Most Recent Job: Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)				
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	6	33	1	4
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	4	22	12	50
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	3	17	3	13
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	2	11	1	4
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	1	6	1	4
Fine Arts, Performing Arts (Artist, Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	6	0	0
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	1	6	6	25
	n = 18		= 24	
Length of Time in Current or Most Recent Job				
Months Employed in Job				
Less than one month	2	11	1	4
One to two months	2	11	3	13
Three to four months	1	6	7	29
Five to six months	2	11	8	33
Seven to twelve months	6	33	2	8
Fourteen months	3	17	0	0
Twenty-three to twenty four months	2	11	2	8
More than twenty-four months	0	0	1	4
	n = 18		= 24	

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TABLE E-45
(continued)

	Graduates		Nongraduates	
	f	%	f	%
Proportion Who Had their Current or Most Recent Job While Attending (CE)$_2$				
No, did not have job while in (CE)$_2$	13	72	19	79
Yes, had job while in (CE)$_2$	5	28	5	21
	n = 18		= 24	
Proportion Considering Employment is Long-Term				
Job is long-term	13	72	18	75
Job is temporary	5	28	6	25
	n = 18		= 24	
Estimated Years to Remain in Job				
Less than one year	3	17	1	4
One year	1	6	1	4
Five years	0	0	1	4
Indefinitely	6	33	10	42
No response	8	44	11	46
	n = 18		= 24	
Indication of Difficulty in Getting Work Since Leaving (CE)$_2$				
No difficulty	14	78	20	83
Some difficulty	4	22	4	17
Much difficulty	0	0	0	0
	n = 18		= 24	
What Kinds of Difficulty in Finding Work Were Experienced? (Distribution of Coded Free Responses)				
Jobs are scarce; no jobs available; job market is tight	1	33	4	100
Don't qualify; don't have college degree; too much education	1	33	0	0
Plan to go to college; only want temporary job	1	33	0	0
Number of responses =	3		= 4	
Number responding =	3		= 4	

NOTE: All former students who had indicated that "some" or "much" difficulty was encountered were asked to elaborate. One graduate did not. Percentages are based on number of responses received.

TABLE E-45
(continued)

Indication of Main Reasons for Working
(Distribution of Coded Free Responses)

Money for support; to live	10	45	20	67
To pass the time; to keep occupied	4	18	1	3
Like the job; satisfaction; self-fulfillment	1	5	4	13
Experience; training; help with career; improve self	1	5	3	10
Money to go to college	4	18	1	3
To get a break from school; to avoid going to school	0	0	1	3
Other	2	9	0	0
Number of responses	= 22		= 30	
Number responding	= 18		= 24	

NOTE: All former students with work experience since EBCE responded, some citing more than one reason. Percentages are based on the total number of coded free responses. This question of motivation for work is also explored in a more structured fashion in the next table.

Proportion Satisfied with Current or Most Recent Job

Yes, satisfied	12	67	18	75
No, not satisfied	6	33	4	17
Not sure	0	0	2	8
n	= 18		= 24	

TABLE E-46

WHAT ARE THE REASONS WHY FORMER STUDENTS WORK?

Frequency and Percent of Former Students' Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Needed the money; got this particular job for the money	15	31	21	30
To learn more about a particular job skill	11	23	14	20
To try out a career I've been interested in	10	21	7	10
To help me decide what I want to do with my life	8	17	12	17
Did not know what else to do	2	4	7	10
Pressure from parents	2	4	4	6
Pressure from friends	0	0	2	3
Could not get into an educational program	0	0	2	3
Number of responses	= 48		= 69	
Number responding	= 18		= 22	

NOTE: The former students were asked to indicate whether or not each of these reasons applied in their case. Many cited more than one reason. Percentages are based on total number of responses. Two nongraduates gave no response to this question.

TABLE E-47

CAREER ASPIRATIONS OF FORMER EBCE STUDENTS - JOBS THEY WOULD LIKE TO GET IN THE NEXT FIVE YEARS

Distribution of Responses about Jobs of Interest as Coded into 12 General Occupational Fields (Project TALENT)

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	4	22	1	4
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	3	17	3	13
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	2	11	4	17
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist	2	11	3	13
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	2	11	2	8
Proprietors, Sales (Farming, Contractor, Salesman)	2	11	2	8
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	1	6	2	8
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	0	0	4	17
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	0	0	1	4
Uncodable or no response	2	11	2	8
	n = 18		= 24	

NOTE: Only those former students with work experience since leaving the EBCE program were asked to respond to this question.

TABLE E-48

EDUCATIONAL EXPERIENCE OF FORMER EBCE STUDENTS SINCE LEAVING THE PROGRAM

Frequency and Percent Reporting Educational Experience

(CE)$_2$

	Graduates		Nongraduates	
	f	%	f	%
Currently a student				
full-time	5	26	5	18
part-time	1	5	0	0
Not currently a student but enrolled in an educational program since leaving (CE)$_2$				
full-time	2	11	5	18
part-time	3	16	5	18
No educational experience after leaving (CE)$_2$	8	42	13	46
	n = 19		n = 28	

TABLE E-49

DESCRIPTIVE INFORMATION ABOUT EDUCATIONAL EXPERIENCE SINCE EBCE

Frequency and Percent of Graduate and Nongraduate Former Students with Educational Experience Since Leaving the EBCE Program

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Number of Educational Programs: Proportion Having Been In More than One Program Since EBCE				
One program since EBCE	7	64	12	80
Two programs since EBCE	4	36	2	13
More than two programs	0	0	1	7
	n = 11		n = 15	
Type of Current Educational Program				
Two-year college	3	27	9	60
Four-year college	3	27	1	7
Vocational, Trade or Technical School	2	18	1	7
Training program run by person's employer	2	18	0	0
Armed Services training program	1	9	0	0
High School, regular day program	0	0	3	20
Other educational program	0	0	1	7
	n = 11		n = 15	
Subjects Being Studied or Learned in Current Educational Program: Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)				
Technical/Technology Field	4	36	1	7
Secretarial, Clerical, and Office Work Preparation	2	18	1	7
Mechanics, Industrial Trades	2	18	0	0
General Labor, Community and Public Service	1	9	1	7
General Teaching and Social Service	1	9	0	0
Engineering, Physical Science, Mathematics, and Architecture	0	0	1	7
Fine Arts and Performing Arts	0	0	1	7
No particular subject; general studies	1	9	10	67
	n = 11		n = 15	
Length of Time in Current Educational Program: Number of Months				
One month	1	9	0	0
Two to four months	2	18	6	40
Five months	1	9	0	0
Six to seven months	0	0	4	27
Eight months	0	0	1	7
Nine to ten months	4	36	4	27
Twelve to eighteen months	3	27	0	0
	n = 11		n = 15	

TABLE E-49 (continued)

	Graduates f	Graduates %	Nongraduates f	Nongraduates %
Proportion Completing Educational Programs Since Leaving EBCE				
No, did not complete a program	7	64	8	53
Yes, completed a program	4	36	7	47
	n = 11		n = 15	
Proportion Satisfied with Current Educational Program				
Yes, satisfied	10	91	11	73
No, not satisfied	1	9	3	20
Not sure	0	0	0	0
No response	0	0	1	7
	n = 11		n = 15	
Reasons for Being in an Educational Program: Distribution of Coded Free Responses about Main Reason				
Paid to go to school, i.e., VA grant	0	0	2	12
General educational reason: to get an education; to learn things; to complete high school or college; for my own satisfaction	4	33	9	53
General occupational reason: to prepare for employment; to earn a better living; to make more money	4	33	2	12
Could not find a job; didn't know what else to do; only option	1	8	1	6
To learn a specific skill or area	2	17	2	12
To get away from home; to be independent	1	8	0	0
Other	0	0	1	6
Number of responses	= 12		= 17	
Number responding	= 11		= 14	

NOTE: All but one nongraduate of the former students with educational experience since leaving EBCE responded, some citing more than one reason. Percentages are based on the total number of coded free responses. This question of motivation for schooling is also explored in a more structured fashion in a table following.

	Graduates f	Graduates %	Nongraduates f	Nongraduates %
Indications of Difficulty in Getting into Educational Programs Since Leaving EBCE				
No difficulty	9	82	13	87
Some or much difficulty	2	18	2	13
	n = 11		n = 15	

NOTE: Both graduates cited reasons for their difficulty having to do with full or crowded programs. Both nongraduates cited "wrong preparation" as the reason for their difficulty.

TABLE E-50

EDUCATIONAL ASPIRATIONS: LEVEL OF FORMAL EDUCATION FORMER STUDENTS PLAN TO COMPLETE

Frequency and Percent in Terms of Highest Level Mentioned

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
4-year college degree	6	55	4	27
Vocational, technical, or trade school certificate	3	27	3	20
2-year college degree	1	9	3	20
Business school certificate	1	9	1	7
High school diploma or equivalency	0	0	2	13
1-year college certificate	0	0	0	0
Master's degree	0	0	0	0
Doctor's degree	0	0	0	0
Don't know; haven't thought much about it	0	0	2	13
	n = 11		n = 15	

NOTE: This question was asked of former students who were currently enrolled in an educational program.

TABLE E-51

WHAT ARE THE REASONS WHY FORMER STUDENTS ARE ENROLLED IN EDUCATIONAL PROGRAMS?

Frequency and Percent of Former Students' Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
To learn more about a particular subject or skill	10	34	8	23
To help me decide what I want to do with my life	7	24	10	29
To prepare for a career I've been interested in	7	24	8	23
Could not find work	2	7	2	6
Pressure from parents	1	3	5	14
Did not know what else to do	1	3	1	3
Pressure from friends	1	3	1	3
Number of responses	= 29		= 35	
Number responding	= 11		= 14	

NOTE: The former students were asked to indicate whether or not each of these reasons applied in their case. Some cited more than one reason. Percentages are based on total number of responses. One nongraduate gave no response to this question.

TABLE E-52

WHAT HAVE THE FORMER STUDENTS DONE SINCE LEAVING $(CE)_2$ IF THEY HAVE NEITHER WORKED NOR GONE TO SCHOOL?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Housewife	1	100	1	50
Looking for work	0	0	1	50
	n = 1		n = 2	

NOTE: This question was asked of former students who had neither worked nor gone to school since leaving $(CE)_2$.

TABLE E-53

LEARNING ASPIRATIONS: KINDS OF SUBJECTS OR SKILLS FORMER STUDENTS WOULD LIKE TO LEARN ABOUT IN THE NEXT 5 YEARS

Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)

(CE)$_2$

	Graduates		Nongraduates	
	f	%	f	%
Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	5	24	4	14
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	4	19	1	4
Humanities, Law, Social and Behavioral Sciences (Diplomat, Newspaper Reporter, Librarian, Social Scientist, College English or Social Science or Foreign Language Teacher)	3	14	1	4
Secretarial-Clerical and Office Work (Bookkeeper, Bank Clerk, Typist or Keypunch Operator, Receptionist)	3	14	1	4
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal worker)	2	10	4	14
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hairdresser, Policeman, Military Enlisted Man, General Laborer)	1	5	4	14
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	1	5	4	14
Fine Arts and Performing Arts, (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	5	4	14
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	1	5	2	7
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Miner)	0	0	3	11
Engineering, Physical Science, Mathematics and Architecture (Architect, Engineer, Statistician, College Science Teacher)	0	0	0	0
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	0	0	0	0
Number of responses	= 21		= 28	
Number responding	= 19		= 25	

NOTE: This question was asked of all former students. Three nongraduates did not respond.

TABLE E-54

HOW MUCH WOULD THE FORMER EBCE STUDENTS LIKE TO BE MAKING IN ANNUAL INCOME FIVE YEARS HENCE?

Frequency and Percent of Former Students' Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
$5,000 - $6,000	2	11	1	4
$7,000 - $8,000	1	5	2	7
$9,000 - $10,000	1	5	3	11
$11,000 - $12,000	3	16	1	4
$13,000 - $14,000	0	0	1	4
$15,000 - $16,000	3	16	4	14
$17,000 - $18,000	1	5	0	0
$19,000 - $20,000	2	11	1	4
$21,000 - $22,000	0	0	1	4
$26,000 - $30,000	1	5	2	7
$50,000	0	0	1	4
No response	5	26	11	39
	n = 19		= 28	

NOTE: All former students were asked this question.

TABLE E-55

HOW MUCH DID FORMER STUDENTS FEEL THAT THEY LEARNED IN VARIOUS AREAS WHILE THEY WERE IN THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

$(CE)_2$

	A lot				Some				A little				Nothing at all				Don't remember or No response			
	Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Ability to communicate with other students	18	95	16	57	0	0	6	21	0	0	2	7	1	5	4	14	0	0	0	0
Ability to communicate with adults	17	89	15	54	2	11	8	29	0	0	0	0	0	0	4	14	0	0	1	4
Getting along with other people	14	74	15	54	2	11	8	29	3	16	1	4	0	0	4	14	0	0	0	0
Tolerating many ideas and backgrounds of people	13	68	14	50	3	16	7	25	3	16	4	14	0	0	3	11	0	0	0	0
Knowing what you are capable of doing and what you like to do	13	68	11	39	3	16	7	25	2	11	4	14	1	5	6	21	0	0	0	0
Career planning	12	63	7	25	4	21	10	36	3	16	4	14	0	0	7	25	0	0	0	0
Availibility of different jobs	11	58	15	54	5	26	6	21	1	5	4	14	2	11	3	11	0	0	0	0
Skills needed to get jobs	11	58	15	54	7	37	5	18	1	5	3	11	0	0	5	18	0	0	0	0
Listening and speaking skills	11	58	13	46	4	21	6	21	3	16	5	18	1	5	4	14	0	0	0	0
Specific job skills	10	53	14	50	5	26	7	25	3	16	2	7	1	5	5	18	0	0	0	0
Thinking through and solving problems	9	47	16	57	9	47	5	18	1	5	3	11	0	0	4	14	0	0	0	0
Math skills	8	42	12	43	5	26	0	0	4	21	7	25	2	11	9	32	0	0	0	0
Writing skills	7	37	4	14	7	37	13	46	4	21	5	18	1	5	6	21	0	0	0	0
Reading skills	6	32	7	25	7	37	6	21	3	16	6	21	2	11	9	32	1	5	0	0

Graduates: n = 19
Nongraduates: n = 28

TABLE E-56

WHAT KINDS OF THINGS LEARNED IN EBCE ARE CONSIDERED MOST USEFUL NOW?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
How to communicate; communication with adults and peers; ability to talk with adults; speaking ability; writing	11	35	14	38
Responsibility; self-reliance; confidence; how to get things done; ability to study and work hard	6	19	3	8
How to relate to the "real world"; what the world is really like; preparation to enter the "real world"	4	13	3	8
Career planning, preparation, experience; found out what I want to do; learned what I don't want to do	3	10	3	8
Specific job skills	3	10	2	5
How to find information: information gathering	2	6	1	3
Nothing	0	0	4	11
How to find a job; the variety of places to get jobs; steps to getting a job	0	0	2	5
How to meet new people; meeting people	0	0	1	3
Other	2	6	4	11
Number of responses	= 31		= 37	
Number responding	= 19		= 28	

NOTE: All former students responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE E-57

IN GENERAL, WHAT EFFECT DID THE EBCE PROGRAM HAVE ON FORMER STUDENTS PREPARATION FOR FURTHER EDUCATION AND JOBS?

Frequency and Percent of Graduate and Nongraduate
Former Students' Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Preparation for further education?				
Good effect	13	68	16	57
No effect	3	16	9	32
Bad effect	3	16	3	11
	n = 19		= 28	
Preparation for jobs:				
Good effect	18	95	17	61
No effect	1	5	10	36
Bad effect	0	0	1	4
	n = 19		= 28	

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TABLE E-58a

PROPORTION OF FORMER STUDENTS WHO RECALLED ENCOUNTERING PROBLEMS IN THE AREA OF RELATIONSHIPS WITH OTHER PEOPLE WHILE IN $(CE)_2$

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problems were encountered	14	74	14	50
Problems were not encountered	5	26	14	50
	n = 19		= 28	

TABLE E-58b

WHAT WERE THE PROBLEMS ENCOUNTERED BY FORMER STUDENTS IN THE AREA OF RELATIONSHIPS WITH OTHER PEOPLE?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problem with:				
$(CE)_2$ staff	9	53	8	47
Tigard High students	3	18	1	6
People on the job sites	2	12	5	29
Other $(CE)_2$ students	2	12	1	6
Program not well defined; kept changing requirements	0	0	2	12
Other	1	6	0	0
Number of responses	= 17		= 17	
Number responding	= 14		= 14	

NOTE: Only those former students who had encountered problems in this area were asked to elaborate. Some had encountered more than one problem. Percentages are based on the total number of coded responses.

TABLE E-59a

PROPORTION OF FORMER STUDENTS WHO RECALLED ENCOUNTERING PROBLEMS IN THE AREA OF PROGRAM ACTIVITIES

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problems were encountered	12	63	17	61
Problems were not encountered	7	37	11	39
	n = 19		= 28	

TABLE E-59b

WHAT WERE THE PROBLEMS ENCOUNTERED BY FORMER STUDENTS IN THE AREA OF PROGRAM ACTIVITIES?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problem with:				
Projects	6	43	5	26
Program not well defined; kept changing requirements	3	21	1	5
Competencies	2	14	7	37
Learning level placements; couldn't get site wanted; scheduling problems	1	7	6	32
Other program requirements	2	14	0	0
Number of responses	= 14		= 19	
Number responding	= 12		= 17	

NOTE: Only those former students who had encountered problems in this area were asked to elaborate. Some had encountered more than one problem. Percentages are based on the total number of coded responses.

TABLE E-60a

PROPORTION OF FORMER STUDENTS WHO RECALLED ENCOUNTERING PROBLEMS IN THE AREA OF DIRECTION AND GUIDANCE

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problems were *not* encountered	13	68	25	89
Problems were encountered	6	32	3	11
n =	19		28	

TABLE E-60b

WHAT WERE THE PROBLEMS ENCOUNTERED BY FORMER STUDENTS IN THE AREA OF DIRECTION AND GUIDANCE?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Problem with:				
Feedback on how well they were doing; general counseling	3	60	3	100
Academic studies	2	40	0	0
Number of responses =	5		3	
Number responding =	5		3	

NOTE: Only those former students who had encountered problems in this area were asked to elaborate. One graduate did not respond. Percentages are based on the total number of coded responses.

TABLE E-61a

PROPORTION OF FORMER STUDENTS WHO FEEL THAT THE JOB SITE EXPERIENCES WHILE IN $(CE)_2$ WERE OF VALUE TO THEM

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Activity was of value	19	100	24	86
Activity was not of value	0	0	4	14
	n = 19		= 28	

TABLE E-61b

WHAT WERE THE REASONS BEHIND THE FORMER STUDENTS OPINIONS OF JOB SITE EXPERIENCES WHILE IN $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Learned about working conditions; practical experience; what it's like to have a job; explored different job experiences; job requirements	11	52	12	40
Learned to communicate; get along with people; about other people's lives	3	14	4	13
General positive comment	2	10	3	10
Learned specific skills	1	5	2	7
Learned how to apply for a job	1	5	2	7
Employer's didn't understand the program	1	5	0	0
Job sites I was assigned didn't interest me; "I never wanted to be a plumber!"; didn't prepare me for what I wanted to do, etc.	0	0	3	10
Neutral response; some yes/some no; some good/some bad, etc.	0	0	2	7
General negative comment	0	0	2	7
Other	2	10	0	0
Number of responses	= 21		= 30	
Number responding	= 19		= 28	

NOTE: All former students were asked to elaborate. Some gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE E-62a

PROPORTION OF FORMER STUDENTS WHO FEEL THAT THE PROJECTS THEY WORKED ON AT $(CE)_2$ WERE OF VALUE TO THEM

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Activity was of value	15	79	17	61
Activity was not of value	4	21	11	39
	n = 19		= 28	

TABLE E-62b

WHAT WERE THE REASONS BEHIND THE FORMER STUDENTS OPINIONS OF PROJECTS?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
We were able to apply what we learned; improve skills; pursue personal interests; real experiences	6	32	5	17
Neutral comment; some good/some bad; "If I had picked different projects, I would have gotten more out of it."	5	26	6	21
General positive comment	3	16	4	14
Projects had nothing to do with my interests; nothing of importance learned	2	11	3	10
Enjoyed specific projects (named projects that were good); good when relevant to students' interests; projects planned by students more relevant	2	11	1	3
General negative comment; hated them; waste of time, etc.	1	5	4	14
Worthwhile but a lot of hard work necessary	0	0	4	14
Other	0	0	2	7
Number of responses	= 19		= 29	
Number responding	= 19		= 28	

NOTE: All former students were asked to elaborate. One nongraduate gave a response which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE E-63a

PROPORTION OF FORMER STUDENTS WHO FEEL THAT THE COMPETENCIES WORKED ON AT $(CE)_2$ WERE OF VALUE TO THEM

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Activity was of value	17	89	21	75
Activity was not of value	2	11	7	25
	n = 19		= 28	

TABLE E-63b

WHAT WERE THE REASONS BEHIND THE FORMER STUDENTS OPINIONS OF THE COMPETENCIES?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Practical experience not taught in high school; understand "real" world; preparation for future; things taught here important to know	11	61	9	31
Neutral comment; some good/some bad	3	17	1	3
General positive comment; "learned more here than anywhere else.", etc.	2	11	5	17
Name of specific competencies that were of value to student	1	6	5	17
General negative comment; "no good", etc.	1	6	3	10
Tied everything learned together	0	0	1	3
Already knew everything; didn't learn anything; not applicable to my life	0	0	4	14
Other	0	0	1	3
Number of responses	= 18		= 29	
Number responding	= 18		= 28	

NOTE: All former students were asked to elaborate. One graduate did not respond and one nongraduate gave a response which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE E-64

WHAT DID THE FORMER STUDENTS LIKE BEST ABOUT $(CE)_2$?

Distribution of Coded Free Responses of Graduate and Nongraduate Former Students

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Employer site experience; time on the job; variety of job site opportunities; job and career exploration	8	27	4	11
The staff; friendliness, interest, openness; staff-student relationships	8	27	13	35
The freedom; freedom to move at own pace, to choose own activities, to study on own; independence, flexibility; openness; no set classes	7	23	10	27
Opportunities to meet people outside school; being in the "real world"	2	7	2	5
Relationships with other students	2	7	1	3
Different from high school; not as boring as high school; more like college; escape from regular high school	1	3	0	0
Being treated as an adult	0	0	2	5
Nothing	0	0	3	8
Other	2	7	2	5
Number of responses	= 30		= 37	
Number responding	= 19		= 28	

NOTE: All of the graduates and nongraduates responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE E-65

WHAT DID THE FORMER STUDENTS DISLIKE MOST ABOUT $(CE)_2$?

Distribution of Coded Free Responses of Graduate
and Nongraduate Former Students

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
Nothing disliked; not much	6	30	10	34
Not enough contact with the regular high school or the local community college; lack of social activities	5	25	1	3
Too little coordination between staff and students; poor staff-student communication	2	10	0	0
Particular staff member	1	5	4	14
No job sites of interest or in field	1	5	3	10
Too loose; too much permissiveness; teachers too lenient; too free; not enough discipline; too much responsibility on students	1	5	3	10
Poor administrative organization; too disorganized; too much wasted time; not enough going on between employer sites	1	5	1	3
Hated the whole thing; would not do over	1	5	1	3
Particular program activities (i.e., projects)	0	0	2	7
Other	2	10	4	14
Number of responses	= 20		= 29	
Number responding	= 18		= 28	

NOTE: All graduates and nongraduates responded to this question. Some gave responses that could be coded into more than one category. Percentages are based on the total number of coded responses.

TABLE E-66

WHAT CHANGES WOULD FORMER STUDENTS LIKE TO SEE MADE IN THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	Graduates		Nongraduates	
	f	%	f	%
None; nothing; no changes; don't know	6	23	10	36
Better organization; more counseling; direct program more to student interest; eliminate irrelevant projects and competencies	3	12	8	29
Screen students better; admit only motivated students; throw out "goof-offs"	3	12	1	4
Keep some contact with the regular high schools; have some classes in the regular schools	3	12	0	0
Expand the program; make it available to more students	3	12	0	0
Provide more employer sites; more indepth experiences	2	8	3	11
More structure; more discipline; staff should be stricter; too much freedom; too lenient	2	8	2	7
Provide more college preparation; more academic instruction	1	4	0	0
Provide more instruction in basic skills -math, English	1	4	0	0
Other	2	8	4	14
Number of responses	= 26		= 28	
Number responding	= 18		= 26	

NOTE: Two nongraduates did not respond. Some former students gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

Resource Personnel Data

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TABLE E-67

WHEN DID THE CONTACT PERSONS BECOME INVOLVED WITH THE $(CE)_2$ PROGRAM?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	f	%
Year of first involvement:		
1973-74	20	33
1974-75	20	33
1972-73	18	30
No response	2	3
n =	60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-68

HOW DID THE EMPLOYER SITE ORGANIZATIONS BECOME INVOLVED IN THE PROGRAM?

Frequency and Percent of Reported Initial Contacts

$(CE)_2$

	f	%
Contacted by EBCE personnel	46	77
Contacted by an EBCE student	5	8
Contacted by someone from another employer site	2	3
Contacted by someone from within the employer site	0	0
Other	4	7
Don't know	1	2
No response	2	3
n =	60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-69a

WHAT WERE THE ROLES ANTICIPATED FOR EMPLOYER INSTRUCTORS IN THE PROGRAM WHEN EMPLOYER SITES WERE FIRST INTRODUCED TO $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Introduce students to the field; describe characteristics of the job, field, or agency, describe career possibilities, answer questions about the career field	31	56
Give students an opportunity to work in the career or job; give students experience in the field; help students try out various activities in the field	11	20
Supervise students; direct students' activities; guide students projects; place students in appropriate jobs	2	4
Get involved with students	1	2
Other	6	11
Uncertain; don't know	4	4

Number of responses = 55

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

Five of the contact persons did not respond to this question, thus n=55. Percentages are based on total number of coded responses.

TABLE E-69b

WHAT WERE THE ROLES ANTICIPATED FOR THE EMPLOYER SITE ORGANIZATIONS WHEN THEY WERE FIRST INTRODUCED TO $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Give students an opportunity to work in the career or job; give students experience in the field; help students try out various activities in the career or job	9	50
Supervise students; direct students' activities; guide students' projects; place students in appropriate jobs	5	28
Assess students as prospective employees	1	6
Serve on advisory board	1	6
Other	2	11

Number of responses = 18

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

Forty-two of the contact persons did not respond to this question; thus, n=18. Percentages are based on total number of coded responses.

TABLE E-70a

PROPORTION OF CONTACT PERSONS REPORTING DIFFERENCES BETWEEN THE ROLES THEY HAD ANTICIPATED FOR THEMSELVES AND THE ACTUAL ROLES THAT WERE ASSUMED

$(CE)_2$

	f	%
Role was not different than expected	44	73
Roles was different than expected	15	25
No response	1	2
n =	60	

TABLE E-70b

WHAT DIFFERENCES BETWEEN ACTUAL AND ANTICIPATED ROLES WERE REPORTED BY THE CONTACT PERSONS?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Had to work harder than expected; put in more time than expected; had more students than expected	7	39
Students produced more than expected; were more competent or more involved than expected;	4	22
Students did not work as well as expected; did not show up; did not finish projects; expected more from the students	2	11
No expectations	1	6
Other	4	22
Number of responses =	18	

NOTE: Obviously, only those contact persons who felt the actual roles were different from expected (n=15) listed those differences. One did not elaborate. The percentages of the coded free responses are based on the number of responses given. Some gave multiple responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$, who may or may not have had direct contact with the students.

TABLE E-71a

PROPORTION OF CONTACT PERSONS REPORTING DIFFERENCES BETWEEN THE ROLES THEY HAD ANTICIPATED FOR THEIR ORGANIZATIONS AND THE ACTUAL ROLES THAT WERE ASSUMED

$(CE)_2$

	f	%
Role was not different than expected	49	82
Role was different than expected	6	10
No response	5	8
n =	60	

TABLE E-71b

WHAT DIFFERENCES BETWEEN ACTUAL AND ANTICIPATED ORGANIZATIONAL ROLES WERE REPORTED BY THE CONTACT PERSONS?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Had to work harder than expected; put in more time than expected; had more students than expected	6	86
Students produced more than expected; were more competent or more involved that expected	1	14
Number of responses =	7	

NOTE: Only those contact persons who felt the actual organizational roles were different from expected (n = 6) listed those differences. One gave a response that could be coded into more than one category. The percentages are based on the total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-72

HOW DID THE CONTACT PERSONS SPEND THEIR TIME ON $(CE)_2$ DURING THE YEAR?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	Time was spent on this activity		Time was not spent on this activity	
	f	%	f	%
Activity:				
Working directly with students	49	82	11	18
Planning activities for or $(CE)_2$ students	33	55	27	45
Working with $(CE)_2$ staff	27	45	33	55
Other	9	15	51	85

n = 60

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-73

WAS THE TIME REQUIRED FOR CAREER EDUCATION ACTIVITIES DIFFERENT FROM THE ORIGINAL EXPECTATIONS OF THE EMPLOYER SITES?

Frequency and Percent of Reported Time Required in Terms of Time Anticipated

$(CE)_2$

	f	%
Required about as much time as expected	37	62
Required more time than expected	14	23
Required less time than expected	4	7
Don't know	2	3
Other	1	2
No response	2	3
n =	60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-74

HAVE UNANTICIPATED COSTS OCCURRED AS A RESULT OF PARTICIPATION IN THE $(CE)_2$ PROGRAM?

Frequency and Percent of Unanticipated Costs Reported For Contact Persons and Organizations

$(CE)_2$

	f	%
To the Contact Person		
No unanticipated costs	57	95
Unanticipated costs	3	5
	n = 60	
To the Employer Site		
No unanticipated costs	48	80
Unanticipated costs	3	5
No response	9	15
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

The contact persons were also asked if the unanticipated costs incurred had presented a problem, and if so, was the problem resolved. In no case where unanticipated costs were reported were they considered to be a problem, however.

TABLE E-75a

PROPORTION OF EMPLOYER SITES REPORTING "SERIOUS" PROBLEMS WITH THE $(CE)_2$ PROGRAM

$(CE)_2$

	f	%
Problems were not encountered	52	87
Problems were encountered	8	13
n =	60	

TABLE E-75b

WHAT WERE THE PROBLEMS ENCOUNTERED BY EMPLOYER SITES?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Students were not dependable; not serious; not interested; missed appointments; not motivated; no follow-through; poor attendance	4	50
Poor communication--with students, with staff; poor feedback; need better contact with staff	1	13
Transportation	1	13
Students were inadequately prepared	1	13
Other	1	13
Number of responses =	8	

NOTE: Only those organizations (n = 8) who had experienced problems listed those problems. Percentages are based on the total number of responses received.

TABLE E-75c

PROPORTION OF CONTACT PERSONS WHO INDICATED THAT THE PROBLEMS ENCOUNTERED HAD BEEN RESOLVED

$(CE)_2$

	f	%
Problems were resolved	3	38
Problems were not resolved	2	25
Don't know	2	25
No response	1	13
n =	8	

NOTE: Only those EP's (n=8) who had encountered problems were asked whether or not they were resolved.

These questions were asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-76a

PROPORTION OF CONTACT PERSONS WHO FEEL THAT THE PROGRAM FUNCTIONED AS IT WAS DESCRIBED TO THEM WHEN THEY FIRST BECAME INVOLVED

$(CE)_2$

	f	%
Program functioned as described	54	90
Program did not function as described	5	8
No response	1	2
	n = 60	

TABLE E-76b

IN WHAT WAYS WAS THE FUNCTIONING OF THE PROGRAM DIFFERENT THAN IT WAS INITIALLY DESCRIBED?

Distribution of Coded Free Responses About Differences

$(CE)_2$

	f	%
Expected more involvement from students; students were not interested; students did not stay as long as expected	2	40
Had fewer students than expected; got less involved with students than expected; it was less work than expected	1	20
Program did not give students enough attention, was more concerned with its own problems than theirs; students needed more guidelines, more direction	1	20
Other	1	20
Number of responses =	5	

NOTE: Only those contact persons who felt that the program had functioned differently than anticipated (n=5) responded. Percentages are based on the total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-77a

PROPORTION OF CONTACT PERSONS INDICATING THAT THEY HAD HAD A NEED TO CONTACT THE $(CE)_2$ STAFF ABOUT PARTICULAR STUDENTS OR PROBLEMS WHICH MIGHT HAVE OCCURRED

$(CE)_2$

	f	%
There was a need to contact the $(CE)_2$ staff	34	58
There was not a need to contact the $(CE)_2$	26	43
	n = 60	

TABLE E-77b

PROPORTION OF CONTACT PERSONS EXPRESSING SATISFACTION WITH THE WAY THE $(CE)_2$ STAFF RESPONDED TO THEIR NEEDS

$(CE)_2$

	f	%
Response was satisfactory	24	71
Response was not satisfactory	0	0
No response	10	29
	n = 34	

NOTE: Only those contact persons who had indicated that they had experienced a need to contact the Career Education staff were asked to respond to this question.

TABLE E-77c

WHAT WAS THE SITUATION AND THE NATURE OF THE STAFF RESPONSE?

Distribution of Coded Free Responses Regarding the Situation and Staff Response When There Were Employer Site-Initiated Contacts

$(CE)_2$

	f	%
Sporadic attendance; poor punctuality; absenteeism	8	47
Poor communication with staff; no feedback from staff about students; staff did not return calls	1	6
Low student motivation; low interest	1	6
Other	7	41
Number of responses =	17	

NOTE: Seventeen of the contact persons who indicated that they had had a need to contact the $(CE)_2$ staff did not elaborate on the nature of the situation or response. The n represented above is 17. Percentages are based on the total number of coded responses.

These questions were asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-78a

PROPORTION OF CONTACT PERSONS WHO FEEL THAT THE $(CE)_2$ STAFF HAS PROVIDED THEM WITH THE NECESSARY INFORMATION TO HELP THEM COORDINATE STUDENTS' ACTIVITIES AT THE EMPLOYER SITE

$(CE)_2$

	f	%
The necessary information was provided	55	92
The necessary information was not provided	2	3
No response	3	5
	n = 60	

TABLE E-78b

WHAT TYPES OF INFORMATION WHERE MOST HELPFUL TO CONTACT PERSONS IN COORDINATING STUDENT ACTIVITIES?

Distribution of Coded Free Response

$(CE)_2$

	f	%
Information about the student; his/her interests, background, academic level	16	36
Contact with staff; information (unspecified) provided by the staff	12	27
Examples of a good student package; project plan; information about projects	10	23
Follow-up information; student's report after his/her visit	1	2
Other	5	11
Number of responses =	44	

NOTE: Only 33 of the 55 contact persons indicating that the necessary information was provided to them elaborated on their response. Some gave responses that could be coded into more than one category. Percentages are based on total number of coded responses. Neither of the two contact persons who indicated that the necessary information had not been provided elaborated on the missing information.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-79

HOW FREQUENTLY WERE CONTACT PERSONS IN CONTACT WITH THE $(CE)_2$ STAFF DURING THE TIMES STUDENTS WERE WORKING AT THEIR SITES?

Frequency and Percent of Contact Persons' Responses

$(CE)_2$

	f	%
Once or twice a week	24	40
Once or twice a month	18	30
Several times a year	9	15
Almost never	5	8
Almost every day	2	3
Never	1	2
No response	1	2
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-80a

HOW DO PEOPLE IN THE RESOURCE ORGANIZATIONS (OTHER THAN THE CONTACT PERSONS) FEEL ABOUT THE $(CE)_2$ STUDENTS?

Frequency and Percent of Contact Persons' Responses Reporting Reactions to $(CE)_2$ Students

	$(CE)_2$	
	f	%
Mildly positive feelings	23	38
Mixed feelings	17	28
Strongly positive feelings	15	25
No reaction or information	2	3
Mildly negative feelings	1	2
Strongly negative feelings	0	0
No response	2	3
	n = 60	

TABLE E-80b

DISTRIBUTION OF CODED FREE RESPONSES GIVEN BY CONTACT PERSONS TO ELABORATE ON THE FEELINGS OF OTHER PERSONS IN THEIR ORGANIZATIONS TOWARD $(CE)_2$ STUDENTS

	$(CE)_2$	
	f	%
Positively; they like the students	19	36
Feelings depended on the particular student's interest, ability, etc.	10	19
Negatively; they were discouraged by the students' lack of interest, poor attendance, etc.	3	6
They had no contact with the students	3	6
Liked the students, disliked the program	1	2
Other	17	32
Number of responses	= 53	

NOTE: Eleven contact persons did not elaborate on the feelings of other persons in their organization. Some of those remaining (n = 49) gave responses which could be coded into more than one category. Percentages are based on the number of responses received.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-81

DOES PARTICIPATION IN THE $(CE)_2$ PROGRAM HAVE ANY EFFECT ON THE QUANTITY OF WORK PERFORMED BY EMPLOYEES IN THE EMPLOYER SITES?

Frequency and Percent of Contact Persons' Responses

$(CE)_2$

	f	%
Participation in $(CE)_2$ as an employer site has had no effect on the quantity of work performed by employees	47	78
Participation has resulted in increased quantity of work performed	5	8
Participation has resulted in decreased quantity of work performed	4	7
Don't know	4	7
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-82a

DOES PARTICIPATION IN THE $(CE)_2$ PROGRAM HAVE ANY EFFECT ON THE QUALITY OF WORK PERFORMED BY EMPLOYEES OF THE EMPLOYER SITES?

Frequency and Percent of Contact Person Responses in Terms of Magnitude of Impact on Quality of Work Performed

$(CE)_2$

	f	%
Participation in $(CE)_2$ as an employer site has had no effect on the quality of work performed by employees	42	70
Participation has had some impact on quality of work performed	10	17
Participation has had much impact on quality of worked performed	1	2
Don't know	6	10
No response	1	2
	n = 60	

TABLE E-82a

WHAT IMPACT DOES PARTICIPATION IN THE $(CE)_2$ PROGRAM HAVE ON QUALITY OF WORK PERFORMED BY EMPLOYEES OF THE EMPLOYER SITE?

Frequency and Percent of Contact Person Responses in Terms of Direction of Impact on Quality of Work Performed

$(CE)_2$

	f	%
Participation has had good impact on quality of work performed	9	82
Participation has had bad impact on quality of work performed	2	18
	n = 11	

NOTE: Only those contact persons (n = 11) who indicated that there was "much" or "some" impact on the quality of work performed were asked the direction of impact. Percentages were based on that n.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-83

DOES PARTICIPATION IN THE $(CE)_2$ PROGRAM HAVE AN IMPACT ON THE HIRING PRACTICES OF THE EMPLOYER SITES?

Frequency and Percent of Contact Person Responses in Terms of Amount of Impact on Hiring Practices

(CE)

	f	%
No impact on hiring practices	49	82
Some impact on hiring	6	10
Much impact on hiring practices	2	3
Don't know	2	3
No response	1	2
	n = 60	

NOTE: In all six cases where impact on hiring practices was reported, that impact was "good".

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-84

HAVE OR MIGHT THE EMPLOYER SITES HIRE ANY OF THE FORMER $(CE)_2$ STUDENTS AS REGUALR EMPLOYEES OF THEIR ORGANIZATIONS?

Frequency and Percent of Contact Person Responses About the Hiring of Former Students

$(CE)_2$

	f	%
Former students would be hired, depending on the student and organizational need	48	80
Former students have been hired	12	20
Former students have not been hired	10	17
Former students would not be hired	3	5

Number of responses = 73

NOTE: Some contact persons replied in more than one category (i.e. "have not" and "would...") Percentages are based on the n of 60.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-85

DOES PARTICIPATION IN THE $(CE)_2$ PROGRAM HAVE ANY EFFECT ON THE TRAINING PRACTICES OF THE EMPLOYER SITES?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	f	%
Participation has no effect on training practices	46	77
Participation has some impact on training practices	10	17
Participation has much impact on training practices	3	5
Don't know	1	2
	n = 60	

NOTE: Twelve of the thirteen contact persons who indicated that there was "much" or "some" impact on the training programs of their organizations indicated that the impact was "good". The others did not respond in terms of direction of impact.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

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TABLE E-86a

ON THE WHOLE, DO EMPLOYER SITES GAIN OR LOSE BY PARTICIPATING IN $(CE)_2$?

Frequency and Percent of Contact Person Responses on the Overall Effect of Participation

$(CE)_2$

	f	%
Organization gains by participating	41	68
Organization neither gains or loses	15	25
Organization loses	3	5
Organizations both gains and loses	1	2
n =	60	

TABLE E-86b

WHAT ARE SOME OF THE REASONS BEHIND OVERALL GAIN OR LOSS TO THE EMPLOYER SITES ASSOCIATED WITH PARTICIPATION IN $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Students improve employee morale; improve the working environment; keep staff on their toes; personally satisfying to staff	10	15
Helps our training program; teaching the students helps our employees; we learn from the students	10	15
Gives exposure in the community; lets people know about us; good public relations	10	15
Students are productive; provide assistance; act as added staff; they free other staff members	7	11
Increases knowledge of the community; increases community awareness, community consciousness; lets us know what's going on; helps us see problems outside our own area; gives us students' opinions	7	11
Too few students, or too little contact to say	3	5
Time consuming; loss of supervisory time; costs time	3	5
Gives us an opportunity to screen students for employment	2	3
Other	13	20
Number of responses =	65	

NOTE: Nine contact persons did not elaborate on the gain or loss to their organization, and some of the rest (n=51) gave responses that fit into more than one coding category. Percentages are based on total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-87a

PROPORTION OF SITES WHERE THE CONTACT PERSON OR THE ORGANIZATION PLAY A PART IN DECIDING WHICH STUDENTS COME TO THEIR SITE

$(CE)_2$

	f	%
Contact Person or organization does not play a role in student selection	43	72
Contact Person or organization does play a role in student selection	17	28
	n = 60	

TABLE E-87b

WHAT ARE THE PARTS PLAYED BY CONTACT PERSONS OR ORGANIZATIONS IN DECIDING WHICH STUDENTS COME TO THEIR SITES?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
They screen the students, for interest or capabilities	9	50
They specify the kind of student they want	5	28
They schedule the students	1	6
They try to create interest in the students	1	6
Other	2	11
Number of responses	18	

NOTE: Only those contact persons (n=17) who indicated that they or their organization played a part in student selection were asked to respond to this question. One gave a response that could be coded into more than one category. Percentages are based on total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-88a

PROPORTION OF RESOURCE ORGANIZATIONS WHERE THE CONTACT PERSON OR THE ORGANIZATION HAD EVER PLAYED A PART IN DEVELOPING OR HELPING TO DEVELOP THE POLICIES, PROCEDURES, PRACTICES, OR CONTENT OF THE $(CE)_2$ PROGRAM

$(CE)_2$

	f	%
No role was played by the Contact Person or employer site organization in the development of the policies of $(CE)_2$	35	58
A role was played in the development of the policies of $(CE)_2$	21	35
Don't know	4	7
	n = 60	

TABLE E-88b

WHAT ROLES WERE PLAYED BY CONTACT PERSONS OR EMPLOYER SITE ORGANIZATIONS IN HELPING TO DEVELOP THE POLICIES OF $(CE)_2$?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Made suggestions	12	48
Served on Advisory Board or Employer Council	5	20
Helped develop curriculum	3	12
Helped develop other employer sites	2	8
Would have like to but did not; had not opportunity to do so	1	4
Other	2	8
Number of responses =	25	

NOTE: Only those contact persons (n=21) who indicated an involvement in the policy development of the Career Education Center were asked to elaborate. Three of those who indicated "Don't know" also made comments. One contact person gave a response which could be coded into more than one category. Thus, the n represented above is 24. Percentages are based on total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-89

WHAT WERE THE REASONS BEHIND THE CONTACT PERSONS INITIAL DECISIONS TO GET INVOLVED WITH THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Liked the idea of the program; it seemed exciting; it sounded like a good thing; general interest	14	16
Wanted to help; wanted to be involved; thought I had something to contribute	12	14
Want to help students choose a career; want to interest people in my line of work	12	14
Want to improve education; we need alternative educational procedures; interested in education	10	11
Like working with young people; believe in youth; like having kids around	8	9
Want to increase community awareness; want people to learn about local government; want people to know about us; helps PR	6	7
Wanted to recruit new employees; expect to get new employees, valuable screen for new employees	6	7
Prior involvement with the $(CE)_2$; own children are in the school; have been involved with the $(CE)_2$ in other ways	3	3
Expected to get volunteers; like to have volunteers	3	3
Like teaching; used to be a teacher; wanted to teach	2	2
Other	12	14

Number of responses = 88

NOTE: Three Contact Persons did not remember how they had become involved in the program. Two did not respond to the question. Many of the others (n = 55) gave multiple responses. Percentages are based on the number of responses received.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-90

WHAT WERE THE REASONS BEHIND THE EMPLOYER SITE ORGANIZATIONS' INITIAL DECISIONS TO GET INVOLVED WITH THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Interest in the community, commitment to the community	14	56
Program is consistent with the organization's interests	5	20
We want to help train young people for jobs	4	16
We need interested help; we get qualified people without the expense of training them; we get future employees	1	4
Other	1	4

Number of responses = 25

NOTE: Only those contact persons who indicated that their organization's reasons were different than their personal reasons for participating are represented above. Twenty-four indicated that the organizational and personal reasons were identical. One indicated that he had no organization. Eight contact persons did not know what the reasons were underlying their organization's decision to participate, and five did not respond to the question at all. Thus the number whose responses are represented above totaled 22. Percentages are based on the 25 coded responses given by this group.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

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TABLE E-91

PROPORTION OF CONTACT PERSONS WHO THINK THAT THEIR ORGANIZATIONS WILL CONTINUE WORKING WITH THE $(CE)_2$ PROGRAM DURING THE NEXT FEW YEARS

$(CE)_2$

	f	%
Organization will continue	49	82
Organization will not continue	1	2
Don't know	10	17
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-92

PROPORTION OF CONTACT PERSONS WHO THINK THEY WILL CONTINUE WORKING WITH THE $(CE)_2$ PROGRAM IF THEIR ORGANIZATIONS CONTINUE

$(CE)_2$

	f	%
Contact Person will continue working with the program	47	78
Contact Person will not continue working with the program	1	2
Don't know	10	17
No response	2	3
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-93

IF THE EMPLOYER SITE ORGANIZATIONS CONTINUE TO PARTICIPATE IN THE $(CE)_2$ PROGRAM, AT WHAT LEVEL WILL THEY CONTINUE?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	f	%
Anticipated level of future organizational involvement:		
Continue with about the same number of students	46	77
Continue with more students	10	17
Continue with fewer students	1	2
No response	3	5
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-94

HOW MANY STUDENTS MIGHT THE EMPLOYER SITE ORGANIZATIONS BE ABLE TO HANDLE?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	f	%
Number of Students:		
Five to ten	19	32
More than ten	13	22
Three to four	12	20
One to two	6	10
Don't know	6	10
No response	4	7
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-95

HOW MANY STUDENTS MIGHT THE EMPLOYER INSTRUCTORS BE ABLE TO HANDLE AT ANY ONE TIME?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	f	%
Number of students:		
One to two	52	87
Three to four	3	5
Five to ten	2	3
More than ten	1	2
Don't know	1	2
No response	1	2
	n = 60	

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-96

WHAT FACTORS WOULD BE INVOLVED IF THE EMPLOYER SITE ORGANIZATIONS WERE TO ATTEMPT TO INCREASE THE NUMBER OF $(CE)_2$ STUDENTS THEY DEAL WITH?

Frequency and Percent of Contact Person Responses

$(CE)_2$

	Would Apply		Would Not Apply	
	f	%	f	%
Difficulty:				
Allocation of time to deal with students	43	72	17	28
Assignment of personnel to work with students	40	67	20	33
Allocation of space	15	25	45	75
Equipment or facilities	15	25	45	75
Some rearrangement of on-going work	15	25	45	75
Funds to apply to the program	6	10	54	90
Special arrangements to implement the program	4	7	56	93
Contacts with labor union representative	1	2	59	98
Other	3	5	57	95

n = 60

NOTE: This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-97a

PROPORTION OF CONTACT PERSONS WHO WOULD RECOMMEND THE $(CE)_2$ PROGRAM TO OTHER ORGANIZATIONS, COMPANIES, OR THEIR STAFFS FOR THEIR POTENTIAL INVOLVEMENT IN THE PROGRAM

$(CE)_2$

	f	%
Would recommend, without reservation	48	80
Would recommend, but with reservation	12	20
Would not recommend	0	0
	n = 60	

TABLE E-97b

WHAT WOULD HAVE TO BE CHANGED BEFORE CONTACT PERSONS WOULD BE WILLING TO RECOMMEND IN FAVOR OF THE CAREER EDUCATION PROGRAM WITHOUT RESERVATION?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
It would depend on the situation	6	55
Closer coordination from the project staff	3	27
Better control over the amount and time of student demand	1	9
Other	1	9
	n = 11	

NOTE: Only those Contact persons (n = 12) who indicated that they had reservations about recommending the program or who indicated that they would not recommend the program to other organizations were asked to answer this question. Two did not elaborate, and one gave a response that could be coded into more than one category. Percentages are based on the total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-98

WHAT DO CONTACT PERSONS CONSIDER TO BE THE SINGLE GREATEST STRENGTH OF THE PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Direct experience in the community, on the job; realistic learning experience; exploration of careers, job; contact with the "real world"; contact with adults outside school	25	32
Staff; people--Learning Managers, Employer Instructors, tutors, etc.; relations between staff and students; cooperative atmosphere	16	21
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	6	8
Varied activities; wider opportunities; broad range of experiences	5	6
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	4	5
Improves learning; academic accomplishment	3	4
Gives students responsibility; encourages independence; self-reliance; helps them mature	2	3
Learns job skills	1	1
Small size, not overcrowded; students get individual attention	1	1
Other	7	9
Don't know; not sure; undecided; no opinion	7	9

Number of responses = 77

NOTE: One Contact Person did not respond to this question. Many of the remaining (n = 59) gave responses that could be coded into more than one of the above categories. Percentages are based on the total number of coded responses.
This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-99

WHAT DID THE CONTACT PERSONS THINK WERE THE SINGLE GREATEST WEAKNESSES OF THE $(CE)_2$ PROGRAM?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Poor coordination, organization; lack of follow-through by staff	7	13
Students are not challenged	6	11
Not enough supervision; supervision is too lax	5	9
Not enough student time at the site	4	7
Poor transportation	3	5
Not enough attention to basic skills; poor academic counseling; poor college preparation; lack of a balanced curriculum	3	5
None; can't think of anything	3	5
Limited resources; staff too small; job sites too few; program unable to accomodate everyone	3	5
Students miss out on regular school activities; no P.E.	2	4
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	1	2
Poor parental understanding; not enough parental involvement	1	2
Students are too highly selected; not enough average students in the program	1	2
Other	15	27
Not in a position to judge; don't know	2	4
Number of responses =	56	

NOTE: Twelve Contact Persons did not respond to this question. Several of the remaining (n=48) gave answers that could be coded into more than one of the above categories. Percentages are based on the total number of coded responses.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-100a

PROPORTION OF EMPLOYER SITE ORGANIZATIONS WHICH ARE INVOLVED IN EDUCATIONAL PROGRAMS, OTHER THAN $(CE)_2$, WHICH DEAL WITH HIGH SCHOOL STUDENTS

$(CE)_2$

	f	%
Organization is not involved in other educational programs	33	55
Organization is involved in other educational programs	22	37
Don't know	3	5
No response	2	3
	n = 60	

TABLE E-100b

WHAT ARE THE EDUCATIONAL PROGRAMS (OTHER THAN $(CE)_2$) WITH WHICH EMPLOYER SITE ORGANIZATIONS ARE INVOLVED?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Cooperative work program; work orientation program; work experience program; intern program	8	32
Lectures, presentations in the schools	8	32
Entire program of the organization is educational (e.g., museum, youth orchestra, Lawrence Hall of Science)	1	4
Agricultural program (Voc-ag,FFA, 4-H)	1	4
Other	7	28
Number of responses =	25	

NOTE: Only those Contact Person (n = 22) who indicated that their organization was involved with a program other than $(CE)_2$ were asked to respond. Three organizations were involved in more than one program.

This question was asked of the persons who represented the employer sites in contacts with $(CE)_2$. They may or may not have had direct contact with the students.

TABLE E-101

WHAT ARE THE ACTIVITIES THAT EMPLOYER INSTRUCTORS ENGAGE IN WHEN THEY DEAL WITH EXPLORATION LEVEL STUDENTS?

Frequency and Percent of EI Responses

$(CE)_2$

	Activity is engaged in		Activity is not engaged in		No response	
Activity:	f	%	f	%	f	%
Talking about the activities which go on within the company or organization	48	96	1	2	1	2
Talking about job opportunities in the career area	46	92	3	6	1	2
Talking about future employment prospects in the career area	44	88	5	10	1	2
Familiarizing students with equipment used at the employer site	42	84	6	12	2	4
Discussing with students the characteristics of various jobs within the career area	41	82	7	14	2	4
Supervising students in observing specific jobs at the employer site	40	80	9	18	1	2
Talking about earnings and fringe benefits	40	80	9	18	1	2
Discussing with students the kinds of skills and training necessary to enter certain careers or career areas	40	80	9	18	1	2
Talking about advancement possibilities in the career area	39	78	10	20	1	2
Talking about work environments	39	78	10	20	1	2
Talking about company policies	36	72	12	24	2	4
Referring students to other agencies or people who can provide additional information in the students' areas of interest	16	32	32	64	2	4
Inviting students to business or professional meetings attended	10	20	39	78	1	2

n = 50

NOTE: This question was directed to Employer Instructors who dealt only with exploration level students (n = 50).

TABLE E-102

PROPORTION OF EMPLOYER INSTRUCTORS DEALING WITH EXPLORATION LEVEL STUDENTS WHO DISCUSS THE STUDENTS' EXPLORATION PACKAGES WITH THEM

$(CE)_2$

	f	%
EI does discuss exploration package with students	63	76
EI does not discuss exploration package with students	16	19
No response	4	5
n =	83	

NOTE: This question (directed to exploration activities) was asked of Employer Instructors who dealt only with exploration level students and of EI's who dealt with both exploration and learning level students (n = 83).

TABLE E-103a

FREQUENCY AND PERCENT OF EMPLOYER INSTRUCTORS REPORTING ON HOW EFFECTIVE THEY FEEL THE EXPLORATION LEVEL ACTIVITIES ARE IN INTRODUCING STUDENTS TO THE EMPLOYER SITE

$(CE)_2$

	f	%
Program is somewhat effective	45	54
Program is very effective	30	36
Program is somewhat ineffective	4	5
Program is very ineffective	1	1
No response	3	4
n =	83	

TABLE E-103b

DISTRIBUTION OF CODED FREE RESPONSES FROM EI'S ELABORATING THEIR PERCEPTIONS OF THE EFFECTIVENESS OF THE EXPLORATION LEVEL ACTIVITIES

$(CE)_2$

	f	%
Allows exposure to job requirements and on-the-job experience as aid in making career decisions	15	21
Too little time at site	13	18
Allows students to gather facts/impressions in short time span	13	18
Depends on attitude of individual student; student interest and motivation	10	14
Poor attitude on part of students; seemed bored	8	11
Effectiveness dependent on time at site	4	5
Possibility of overwhelming students with too much data in short time span	2	3
Contact with too few students to say; don't know	2	3
Other positive comments	4	5
Other negative comments	2	3
Number of responses =	73	

NOTE: Eighteen EI's did not elaborate on their perception of the effectiveness of the exploration level activities. Some of the remaining (n = 65) gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

This question (directed to exploration activities) was asked of Employer Instructors who dealt only with exploration level students and of EI's who dealt with both exploration and learning level students (n = 83).

TABLE E-104a

PROPORTION OF EMPLOYER INSTRUCTORS WHO USE PROCEDURES, OTHER THAN THE REQUIRED CHECKOFFS ON EXPLORATION PACKETS, TO EVALUATE OR MONITOR THE ACTIVITIES OF STUDENTS

$(CE)_2$

	f	%
No other procedures are used	55	66
Other procedures are used	26	31
No response	2	2
	n = 83	

TABLE E-104b

OTHER THAN THE REQUIRED CHECKOFFS ON EXPLORATION PACKAGES, WHAT PROCEDURES ARE USED TO EVALUATE OR MONITOR THE ACTIVITIES OF STUDENTS?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Use entrance-level test; periodic checks through quiz/verbal test, memory check, etc.	9	31
Continuous observation	9	31
Student effort or interest in work experience	5	17
Students' productivity; follow-through on commitments	3	10
Other	3	10
Number of responses =	29	

NOTE: Only those EI's (n = 26) who indicated that "other" procedures were used were asked to list those procedures. Some listed more than one. Percentages are based on total number of coded responses.

This question (directed to exploration activities) was asked of Employer Instructors who dealt only with exploration level students and of EI's who dealt with both exploration and learning level students (n = 83).

TABLE E-105

WHAT ARE THE ACTIVITIES THAT EMPLOYER INSTRUCTORS ENGAGE IN WHEN THEY DEAL WITH LEARNING LEVEL STUDENTS?

Frequency and Percent of EI Responses

(CE)$_2$

	Activity is engaged in		Activity is not engaged in		No Response	
	f	%	f	%	f	%
Talking about the activities which go on within the company or organization	30	91	0	0	3	9
Supervising students in observing specific jobs at the employer site	30	91	0	0	3	9
Familiarizing students with equipment used at the employer site	29	88	1	3	3	9
Talking about work environments	27	82	2	6	4	12
Discussing with students the kinds of skills and training necessary to enter certain careers or career areas	26	79	3	9	4	12
Evaluating individual students' plans and products	26	79	2	6	5	15
Teaching students to perform specific jobs at the employer site	26	79	2	6	5	15
Talking about job opportunities in their career area	26	79	4	12	3	9
Talking about future employment prospects in the career area	25	76	5	15	3	9
Talking about company policies	25	76	4	12	4	12
Exposing students to tasks which require them to use their reading skills	25	76	3	9	5	15
Discussing with students the characteristics of various jobs with their career area	24	73	5	15	4	12
Giving tasks to students which required them to assume responsibility for their work	24	73	4	12	5	15
Exposing students to tasks which required them to use their interpersonal skills	23	70	4	12	6	18
Talking about earnings and fringe benefits	20	61	10	30	3	9
Talking about advancement possibilities in the career area	20	61	9	27	4	12

TABLE E-105 (continued)

Helping plan student project activities	20	61	7	21	6	18
Referring students to other agencies or people who can provide additional information in the students' areas of interest	18	55	11	33	4	12
Exposing students to tasks which required them to use their writing skills	18	55	10	30	5	15
Asking students to evaluate their own work	16	49	11	33	6	18
Exposing students to tasks which required them to use their mathematics skills	16	49	12	36	5	15
Discussing the student's personal problems	15	46	12	36	6	18
Advising students about activities not related to the company or organization	9	27	18	55	6	18
Inviting students to business or professional meetings attended	4	12	24	73	5	15

n = 33

NOTE: This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-106

DID THE EI'S NOTICE ANY CHANGES IN THE LEARNING LEVEL STUDENTS WITH WHOM THEY WORKED?

Frequency and Percent of EI Responses

$(CE)_2$

EI Perceived Change	Area of Change									
	Self-Confidence		Ability to Ask Questions		Ability to Respond to Questions or Directions		Ability to Take the Initiative		Dependability or Trustworthiness	
	f	%	f	%	f	%	f	%	f	%
Insufficient length of time spent to make judgements	3	16	2	11	2	11	2	11	2	11
Generally a great improvement	4	21	3	16	6	32	2	11	1	5
Generally a slight improvement	5	26	7	37	6	32	5	25	6	32
No appreciable change noticed	6	32	7	37	5	26	10	53	10	53
Generally a slight decrease	1	5	0	0	0	0	0	0	0	0
Generally a great decrease	0	0	0	0	0	0	0	0	0	0
	n =19		n =19		n =19		n =19		n =19	

NOTE: EI's responding to this question were asked to consider the learning level student they worked with most recently. Twenty-eight EI's returned questionnaires that contained this item, but nine of those chose not to respond regarding changes in students.

TABLE E-107

WHO DEVELOPS THE LEARNING GOALS OF LEARNING LEVEL STUDENTS FOR THE TIME THEY SPEND AT PARTICULAR EMPLOYER SITES?

Frequency and Percent of EI Responses

$(CE)_2$

	f	%
Some combination of employer site staff, $(CE)_2$ staff, and student	15	45
$(CE)_2$ Employer Relations Specialist	3	9
$(CE)_2$ Learning Manager	3	9
Employer Instructor	2	6
Student	2	6
Other staff at the employer site	1	3
No response	7	21
n =	33	

NOTE: This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-108

PROPORTION OF EMPLOYER INSTRUCTORS WHO USUALLY SAW THE STUDENTS' PROJECT PLANS WHICH OUTLINED THE STUDENTS' LEARNING GOALS AT THEIR SITES

$(CE)_2$

	f	%
Project plans were usually seen by the EI	26	79
Project plans were not usually seen by the EI	2	6
No response	5	15
n =	33	

NOTE: This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-109

PROPORTION OF EMPLOYER INSTRUCTORS REPORTING THAT THE CAREER EDUCATION STAFF EXPLAINED TO THEM OR SHOWED THEM EXAMPLES OF THE KINDS OF PROJECTS OR PRODUCTS COMPLETED BY STUDENTS

$(CE)_2$

	f	%
Examples of the projects or products completed by students have been shown or explained to EI's:		
EI saw project or product completed at own employer site	15	45
EI saw project or product completed at other employer sites	5	15
Examples of the projects or products completed by students have not been shown or explained to EI's	6	18
No response	7	21
n =	33	

NOTE: This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-110a

HOW MUCH INFORMATION ARE EMPLOYER INSTRUCTORS RECEIVING ABOUT THE PROGRESS OF STUDENTS PLACED AT THEIR SITES?

Frequency and Percent of EI Responses

$(CE)_2$

	f	%
Receiving all information needed	19	58
Would like to receive more information	5	15
Receiving more information than really needed or wanted	1	3
No response	8	24
n =	33	

TABLE E-110b

WHAT ADDITIONAL INFORMATION WOULD EI'S LIKE TO RECEIVE ABOUT STUDENTS?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
There is not enough feedback	2	40
Would like feedback from students as well as from staff	2	40
Would like follow-up information on students	1	20
Number of responses =	5	

NOTE: Only those EI's (n = 5) who indicated that they would like to receive more information were asked as to the nature of the missing information. Percentages are based on total number of responses.

This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-111a

PROPORTION OF EI'S WHO ARE SATISFIED WITH THE FEEDBACK THEY RECEIVE ABOUT WHAT STUDENTS LEARN OR GET OUT OF WORKING AT THEIR SITES

(CE)$_2$

	f	%
EI's are satisfied with feedback	21	64
EI's are _not_ satisfied with feedback	6	18
No response	6	18
n =	33	

TABLE E-111b

HOW WOULD EI'S LIKE TO SEE THE FEEDBACK SITUATION IMPROVED?

Distribution of Coded Free Responses

(CE)$_2$

	f	%
Would like feedback from students as well as from staff	3	50
There is not enough feedback	1	17
Would like follow-up information on students	1	17
Other	1	17
Number of responses =	6	

NOTE: Only those EI's (n = 6) who indicated that they did not received enough feedback were asked how they would like to see the situation improved. Percentages are based on total number of responses.

This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked _only_ with learning level students those EI's whose responses are represented above worked with both exploration _and_ learning level students.

TABLE E-112a

PROPORTION OF EI'S WHO FEEL THAT THERE ARE SOME THINGS WHICH STUDENTS LEARN IN THE EBCE SETTING WHICH THEY COULD NOT LEARN AS EASILY IN A TRADITIONAL HIGH SCHOOL SETTING

$(CE)_2$

	f	%
There are things more easily learned in the EBCE setting	27	82
There are not things more easily learned in the EBCE setting	1	3
No response	5	15
n =	33	

TABLE E-112b

WHAT ARE THE THINGS EI'S THINK CAN BE MORE EASILY LEARNED BY STUDENTS IN THE EBCE SETTING THAN A TRADITIONAL HIGH SCHOOL SETTING?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Practical learning; real experience; contact with the "real world"; practical work experience; work-place ethics	16	52
How to relate to people; employer-employee relationships; contact with professionals; interpersonal contacts with adults; how to deal with people	7	23
Responsibility; how to be responsible for their own work	6	20
Job skills; specific skills (e.g., learn practical side of law)	2	6
Number of responses =	31	

NOTE: Only the EI's (n = 27) who felt there were things more easily learned by students in the EBCE setting than the traditional high school setting gave examples of these "things". Five of these EI's did not elaborate, and others gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-113a

FREQUENCY AND PERCENT OF EMPLOYER INSTRUCTORS REPORTING ON HOW EFFECTIVE THEY FEEL THE LEARNING LEVEL EXPERIENCES ARE FOR $(CE)_2$ STUDENTS

$(CE)_2$

	f	%
Program is very effective	15	46
Program is somewhat effective	9	27
Program is somewhat ineffective	3	9
Program is very ineffective	0	0
No response	6	18
n =	33	

TABLE E-113b

DISTRIBUTION OF CODED FREE RESPONSES FROM EI'S ELABORATING THEIR PERCEPTIONS OF THE EFFECTIVENESS OF THE LEARNING LEVEL EXPERIENCES

$(CE)_2$

	f	%
Allows students to gain practical experience; on the job training	8	31
It depends on the student	5	19
Helps the student grow up	2	8
Teaches students how to deal with people	1	4
Students are too limited by specific goals	1	4
Scheduling problems	1	4
Better orientation for the instructor is needed	1	4
Other	7	27
Number of responses =	26	

NOTE: All EI's were asked to elaborate on their perceptions of the effectiveness of the learning level activities. Thirteen did not, however. Several of those remaining (n=20) gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n=33.) Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-114

WITHIN THE EMPLOYER SITE ORGANIZATIONS, WHAT PROCEDURES ARE USED TO EVALUATE THE PERFORMANCE OF LEARNING LEVEL STUDENTS?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
Examination of student products; student productiveness	8	28
Interviews or discussions with the student	6	21
Day to day observations	4	14
Student interest or effort	2	7
Conferences with other employees who have had contact with the student; discussion with student's supervisor	2	7
Performance review sheets	1	3
Other	6	21
Number of responses =	29	

NOTE: Fifteen EI's gave no response or indicated that there were no evaluation procedures used. Of the EI's who answered (n = 18) some gave multiple responses. Percentages are based on total number of coded responses.

This question was directed to learning level activities. It was asked of Employer Instructors who worked with learning level students (n = 33). Since no EI's returning questionnaires worked only with learning level students, those EI's whose responses are represented above worked with both exploration and learning level students.

TABLE E-115

WHAT ADDITIONAL COMMENTS WERE MADE BY PERSONNEL AT THE EMPLOYER SITES?

Distribution of Coded Free Responses

$(CE)_2$

	f	%
General positive comment; wish there had been such a program when we were in high school; program should be re-funded or expanded	33	43
Staff is helpful; dedicated; does good job	13	17
Comment about particular student or staff member	6	8
Students are motivated, interested, obviously benefit from program	5	7
Students are vague as to what they were to learn; fulfilling requirements only	5	7
Suggestions for changing or improving the program: employers should be paid, program should teach more vocational skills	5	7
Not enough information to really answer this questionnaire; someone else in organization might know more; limited contact	3	4
Comment about student's future in this line of work; particular characteristics of site as it relates to students (e.g., newspaper work demands exceptional initiative and talent; students placed at kennel didn't enjoy labor required in that business)	3	4
Other	3	4

Number of responses = 76

NOTE: All Contact Persons and Employer Instructors (n = 100) were given an opportunity to make any additional comments they wished at the end of the questionnaire. Forty-five did not make additional comments. Many of the fifty-five who did, made several comments. Percentages are based on the total number of coded responses.

APPENDIX F

Data Tables in Support of Chapter 6, Volume VI

Academy for Career Education

Current Student Data

TABLE F-1

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED EBCE PROGRAM GENERATED EXPERIENCES

Academy for Career Education

	First Year				Second Year			
	First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%
Three or more experience sites for periods of time	0	-	0	-	0	-	0	-
Two experience sites for extended periods of time	0	-	0	-	0	-	0	-
Two experience sites, 10-20 hours	4	15	2	10	2	18	2	18
One experience site for extended periods of time	13	46	4	19	8	73	7	64
Two or more extended experience sites plus one or more visits to other sites	0	-	0	-	0	-	0	-
One extended experience site plus one or more short visits to other sites	0	-	0	-	0	-	0	-
One site for 10-20 hours	0	-	0	-	0	-	0	-
Several orientation or exploration visits to different sites	0	-	0	-	0	-	0	-
One orientation or exploration visit	0	-	0	-	0	-	0	-
Formal classes in other schools, church, etc.	2	7	2	10	0	-	1	9
Other or uncodable	0	-	0	-	0	-	0	-
No program generated experiences	9	32	13	62	1	9	1	9
Total number of responses	28		21		11		11	

TABLE F-2

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER LEARNING CENTER OR SCHOOL ACTIVITIES

Academy for Career Education

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Two or more activities involving center or school staff	1	4			3	21	2	17				
One or more field trips	NA		NA		0	-	0	-	NA		NA	
One activity or class involving teacher or center staff member	3	11			0	-	0	-	2	18		
Talk with counselor, teacher or center staff member	3	11	1	5	3	21	1	8	0	-	1	10
One activity or class with detail	3	11	0	-	0	-	1	8	2	18	1	10
One activity or class with no detail	3	11	0	-	3	21	3	25	0	-	0	-
Activity or class involving outside speaker	0	-	0	-	0	-	0	-	0	-	0	-
Related class prior to EBCE application	1	4	0	-	0	-	0	-	0	-	1	10
Other or uncodable	0	-	0	-	0	-	0	-	0	-	0	-
No school or center activity	14	50	20	95	5	36	5	42	7	64	7	70
Total number of responses	28		21		14		12		11		10	

TABLE F-3

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT CAREER RELATED NON-SCHOOL EXPERIENCES

Academy for Career Education

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
One site with adult involvement for an extended period of time	5	18	5	22	4	28	4	31	1	9	1	10
Formal classes in other schools, church, etc.	2	7	2	9	0	-	0	-	0	-	0	-
Leisure time or hobby activities	1	4	1	4	1	7	0	-	0	-	0	-
Made or did something in home	2	7	6	26	1	7	0	-	2	18	0	-
Talked with adult	8	29	3	13	1	7	0	-	2	18	3	30
Talked with family member	0	-	0	-	1	7	2	15	0	-	0	-
Career related job	2	7	0	-	4	29	1	8	2	18	1	10
Other or uncodable	0	-	1	4	1	7	4	31	0	-	0	-
No related non-school experiences	8	29	5	22	1	7	2	15	4	36	5	50
Total number of responses	28		23		14		13		11		10	

TABLE F-4

DISTRIBUTION OF CODED FREE RESPONSES ABOUT CAREER RELATED READING

Academy for Career Education

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
At least two titled books plus other books, pamphlets, etc.	1	4	1	5					2	18		
At least two titled books	1	4	1	5	[illegible]	8	1	9	0	-		
One titled book plus other books, pamphlets, magazines, etc.	0	-	2	9	0	-	1	9	2	18	1	9
One book titled	0	-	0	-	1	8	1	9	0	-	3	27
Magazines, pamphlets, career guides, etc.	1	4	1	5	0	-	0	-	1	9	0	-
Magazines only	1	4	3	14	0	-	1	9	0	-	1	9
Pamphlets and career guides only	4	14	4	18	2	15	2	18	2	18	1	9
Reading, but with no detail	6	21	1	5	4	31	2	18	3	27	3	27
Other or uncodable	1	4	0	-	0	-	0	-	0	-	0	-
No reading	13	47	9	41	5	38	3	27	1	9	2	18
Total number of responses	28		22		13		11		11		11	

TABLE F-5

DISTRIBUTIONS OF CODED FREE RESPONSES ABOUT OUTCOMES OR ACCOMPLISHMENTS OF CAREER RELATED ACTIVITIES

Academy for Career Education

	First Year								Second Year			
	Experimental				Control							
	First Choice		Second Choice		First Choice		Second Choice		First Choice		Second Choice	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%
Individual or group prepared product resulting from activity	3	11	1	5	0	-	0	-	2	18	1	10
Term papers, reports on experiences of activities required by school	1	4	0	-	2	14	1	9	0	-	2	20
Specific learning or skill improvement	1	4	2	9	1	7	0	-	0	-	0	-
Specific statement of new or revised plans	3	11	3	14	0	-	0	-	0	-	0	-
Other or uncodable	0	-	0	-	0	-	0	-	0	-	0	-
No outcomes or accomplishments	19	70	16	73	11	79	10	91	9	82	7	70
Total number of responses	27		22		14		11		11		10	

TABLE F-6

DISTRIBUTION OF CAREER FOCUS AND EXPERIENCE RATINGS

Academy for Career Education

	First Year				Second Year	
	Experimental		Control			
Coding Categories	f	%	f	%	f	%
Two careers of interest, relevant experiences for both	7	25	1	8	6	55
Two careers of interest, relevant experiences for one	10	36	4	31	2	18
One career of interest, relevant experience	4	14	2	15	2	18
One career of interest prior to EBCE application, relevant experience	0	-	0	-	0	-
Interests pursued without career focus, relevant experience	0	-	0	-	0	-
Avocational interest or hobby pursued on student initiative	0	-	0	-	0	-
Potential career interest, but little or no experience	5	18	4	31	1	9
No career focus, but some potentially useful experience	0	-	0	-	0	-
No career focus, no experience, no thought about career planning	2	7	2	15	0	-
Confusion about careers, little or no experience that might be helpful	0	-	0	-	0	-
Inadequate information to categorize	0	-	0	-	0	-
Total number of responses	28		13		11	

TABLE F-7

DISTRIBUTIONS OF CODED FREE RESPONSE REASONS FOR OR AGAINST REAPPLYING FOR ADMISSION TO EBCE PROGRAM

Academy for Career Education

	EBCE Program												Conventional School Program											
	Positive						Negative						Positive						Negative					
	Exper.		Control		2nd Year		Exper.		Control		2nd Year		Exper.		Control		2nd Year		Exper.		Control		2nd Year	
Coding Categories	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lack of rigid structure and freedom to learn what you want to	4	17	1	10															1	4				
Characteristics of staff and relationships	3	13			1	9	2	8			1	9												
Lack of pressure from grades, tests	2	8			2	18																		
More attention to individual students					1	9	1	4			1	9												
Opportunity to explore careers/jobs	19	79	5	50	8	73																		
Need for college preparation							3	13	1	10	1	9												
Greater independence and need for individual responsibility	1	4																						
New and different activities	2	8			1	9													1	4			1	9
Potential drop-out																								
Opportunities to meet new or different people	1	4	1	10	1	9																		
Opportunity to see what adult world is like	3	13																						
Make new friends or give up friends																								
Social life, dances, etc.											1	9												
Miscellaneous and general statements of positive and negative feelings	8	33	3	30	4	36			1	10			1	4					1	4				
Other or uncodable					2	18	3	13			2	18												
Total number of responses	43		10		20		9		2		6		1		0		0		3		0		1	

Total number of respondents: First year experimental = 24; First year control = 10; Second year = 11.

TABLE F-8

PERCENTS OF STUDENTS CHOOSING SCORABLE CAREERS/JOBS

Academy for Career Education

Scoring Keys	Experimental Choices			Control Choices			Second year Choices		
	1st	2nd	Both	1st	2nd	Both	1st	2nd	Both
Engineers-All Kinds									
Medical-Dental Doctors				7		4			
Registered Nurse	18		10	7		4		10	5
Veterinary Medicine Doctor	4		2						
Accountant	4		2						
Business Administration/Mgmt.	4	4	4	7		4	10		5
School Counselor	4		2						
Social Worker		4	2		8	4		10	5
Teacher-All Kinds	4	13	8	29	8	19	10		5
Journalist	4		2						
Lawyer				7	8	7		10	5
Psychologist				7	8	7			
Artist-Commercial								10	5
Artist-Free Lance					8	4			
Musician-Vocal and Instrumental									
Theater-Actor and Stage Craft	4	4	4						
Computer Operator, Keypunch									
Computer Programmer									
Electronics Technician					8	4			
Laboratory Technician	4		2						
Photographer		4	2						
Physiotherapist							10		5
Veterinary Assistant									
X-Ray Technician									
Proprietor									
Sales and Sales Clerk				7	8.	7			
Auto Mechanic	4		2					10	5
Welder								10	5
Carpenter									
Secretary-General and Special	11	13	12	14	8	11	20	10	15
Typist					8	7			
Policeman or Policewoman	4	4	4						
Truck Driver, Heavy Equip. Op.		4	2						
Beautician, Hairdresser		9	4						
Disc Jockey	4		2						
Forester, Game warden	7		4				10		5
Stewardess					8	7			
No Key	25	39	31	14	23	19	40	30	35
Number of Choices	28	23	51	14	13	27	10	10	20

TABLE F-9

COUNTS OF STUDENTS' FIRST CAREER CHOICES GROUPED BY PROJECT TALENT CAREER GROUPS

Academy for Career Education

	Experimental						Control						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
Career Groups	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Engineering, Physical Science Mathematics and Architecture	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Medical and Biological Sciences	0	-	7	35	7	25	0	-	2	22	2	14	0	-	9	31	9	21
Business Administration	1	13	1	5	2	7	0	-	1	11	1	7	1	8	2	6	3	7
Teaching and Social Sciences	0	-	2	10	2	7	2	40	1	11	3	21	2	15	3	10	5	12
Humanities, Law, Social and Behavioral Sciences	0	-	2	10	2	7	1	20	1	11	2	14	1	8	3	10	4	10
Fine Arts, Performing Arts	1	13	1	5	2	7	0	-	0	-	0	-	1	8	1	3	2	5
Technical Jobs	2	25	0	-	2	7	0	-	0	-	0	-	2	15	0	-	2	5
Proprietors, Sales	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Mechanics, Industrial Trades	1	13	0	-	1	4	0	-	0	-	0	-	1	8	0	-	1	2
Construction Trades	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Secretarial-Clerical, Office Workers	0	-	4	20	4	14	0	-	3	33	3	21	0	-	7	23	7	17
General Labor, Community and Public Service	1	13	1	5	2	7	0	-	1	11	1	7	1	8	2	6	3	7
Not Assignable to Groups	2	25	2	10	4	14	2	40	0	-	2	14	4	31	2	6	6	14
Total	8		20		28		5		9		14		13		29		42	

TABLE F-10

COUNTS OF STUDENTS CITING VARIOUS CONSIDERATIONS IN CAREER CHOICE AS CODED FROM FREE RESPONSES

Academy for Career Education

	Exper.		Control		Second Year	
Considerations	f	%	f	%	f	%
Personal Interests, Abilities						
Interest in and enjoyment of the work	16	67	9	75	5	63
Attitude toward academic preparation	2	8	1	8	2	25
Preference for challenging work	0	-	0	-	1	13
Enjoyment in helping people	7	29	2	17	1	13
Enjoyment in meeting different people	5	21	1	8	2	25
Having abilities required for job	12	50	6	50	2	25
Enjoyment in working with hands; making things	2	8	0	-	2	25
Career/Job Requirements						
Money required to prepare for career	0	-	1	8	0	-
Working environment and conditions	7	29	1	8	3	38
Amount of supervision required	0	-	0	-	0	-
Opportunities and requirements for travel	4	17*	0	-	0	-
Location of job	1	4	0	-	2	25
Opportunities and Rewards						
Money and other benefits for work	8	33*	1	8	6	75
Intrinsic rewards in job	3	13	1	8	0	-
Employment opportunities	4	17	1	8	3	38
Chances for advancement	0	-	0	-	0	-
Miscellaneous (1)	2	8	1	8	0	-
Uncodable Responses	0	-	0	-	0	-
Total number of students (2)	24		12		8	
Sub-totals for Classes of Considerations						
Personal Interest and Abilities	44	60	19	76	15	52
Career/Job Requirements	12	16	2	8	5	17
Opportunities and Rewards	15	21	3	12	9	31
Miscellaneous	2	3	1	4	0	-
Uncodable	0	-	0	-	0	-
Total number of responses (3)	73		25		29	

---

*The difference between the percents for the experimental and control groups is statistically significant (p. = .05).

Notes: (1) Includes: parental influence; influential person other than parents, chance to use what has been learned; and knowing more about one job than another.

(2) This is the base used to compute percentages for the coding categories above.

(3) This is the base used to compute percentages for the sub-totals for the classes of categories.

TABLE F-11

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO INTEREST

Academy for Career Education

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First Year Experimental	f	4	7	9	6	1	27	4.4	2.8
	%	15	26	33	22	4			
First Year Control	f	2	5	4	2	1	14	3.7	2.9
	%	14	36	29	14	7			
Second Year EBCE	f	1	0	3	4	2	10	6.7	2.9
	%	10	0	30	40	20			

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*Computed using ungrouped data

Chi-square experimental vs. control = 0.32 df = 1 .70 > p > .50

Interval groupings: 0-3, 4-12

TABLE F-12

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS NO KNOWLEDGE

Academy for Career Education

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First year experimental	f	4	10	6	7	0	27	3.8	2.9
	%	15	37	22	26	-			
First year control	f	4	4	2	3	1	14	3.6	3.5
	%	29	29	14	21	7			
Second year EBCE	f	2	5	2	1	0	10	2.6	2.3
	%	20	50	20	10	-			

---

*Computed using ungrouped data

Chi-square experimental vs. control = 0.11 df = 1 $.80 > p > .70$

Interval groupings: 0-3, 4-12

F-17

TABLE F-13

DISTRIBUTION OF NUMBER OF CAREER AREAS IN WHICH STUDENTS EXPRESS HIGH INTEREST AND KNOWLEDGE

Academy for Career Education

		Number of Areas							
		0	1-3	4-6	7-9	10-12	N	Mean*	Std. Dev.*
First Year Experimental	f	4	19	3	1	0	27	2.1	2.0
	%	15	70	11	4	-			
First Year Control	f	3	6	4	1	0	14	2.5	2.0
	%	21	43	29	7	-			
Second Year EBCE	f	0	8	2	0	0	10	2.3	1.7
	%	-	80	20	-	-			

---

*Computed using ungrouped data

Percent 3 and below t = 1.50 p = .13

TABLE F-14

DISTRIBUTIONS OF CORRECT CAREER REQUIREMENTS SCORES

Academy for Career Education

Percent Scores	Correct Necessary						Correct Not Necessary					
	Exper.		Control		2nd Year		Exper.		Control		2nd Year	
	f	%	f	%	f	%	f	%	f	%	f	%
90-99	2	8	2	14	2	20	0	-	1	9	0	-
80-89	4	15	4	29	1	10	2	10	0	-	0	-
70-79	4	15	3	21	1	10	2	10	0	-	1	12
60-69	7	27	2	14	4	40	3	14	0	-	3	38
50-59	3	12	1	7	2	20	4	19	3	27	1	12
40-49	3	12	2	14	0	-	1	5	0	-	1	12
30-39	1	4	0	-	0	-	0	-	2	18	1	12
20-29	1	4	0	-	0	-	3	14	3	27	1	12
10-19	0	0	0	-	0	-	2	10	1	9	0	-
0- 9	1	4	0	-	0	-	4	19	1	9	0	-
N	26		14		10		21		11		8	
Mean	63		73		72		41		38		53	
Std. Dev.	21		17		12		28		24		17	

Exper. vs. Control

$^{t}(\bar{X}_E - \bar{X}_C) = -1.75$

$^{t}(\bar{X}_E - \bar{X}_C) = 0.34$

p= .36 (one tail)

Parent Data

TABLE F-15

WHAT RELATIONSHIP WERE THE PARENTS RESPONDING TO THEIR SONS OR DAUGHTERS ATTENDING THE ACADEMY?

Frequency and Percent of Parents' Responses

Academy for Career Education

	f	%
Mother	118	72
Father	42	26
Legal Guardian	2	1
Stepfather	1	1
Stepmother	1	1
Number of responses =	164	

NOTE: Two parents did not respond to this question. In 27 instances, two parents jointly completed the questionnaire. Percentages are based on the total number of responses.

TABLE F-16

HOW WELL DO PARENTS FEEL THAT THE ACADEMY COMPARES OVERALL WITH THE PAST SCHOOL EXPERIENCES OF THEIR SONS OR DAUGHTERS?

Frequency and Percent of Parents' Responses

Academy for Career Education

	f	%
It is much better	65	47
It is somewhat better	52	37
It is about the same	9	7
It is somewhat worse	4	3
It is much worse	6	4
No opinion	2	1
No response	1	1
n =	139	

TABLE F-17

HOW WELL DO PARENTS THINK THEIR SONS OR DAUGHTERS LIKE THE ACADEMY COMPARED WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

Academy for Career Education

	f	%
Much better	79	57
Somewhat better	41	30
About the same	11	8
Somewhat less	3	2
Much less	3	2
No opinion	1	1
No response	1	1
	n = 139	

TABLE F-18

HOW DO PARENTS THINK THE AMOUNT OF LEARNING THEIR SONS OR DAUGHTERS ARE GETTING AT THE ACADEMY COMPARES WITH PAST SCHOOL EXPERIENCES?

Frequency and Percent of Parents' Responses

Academy for Career Education

	f	%
Learning much more	51	37
Learning somewhat more	55	40
Learning about the same	17	12
Learning somewhat less	5	4
Learning much less	4	3
No opinion	6	4
No response	1	1
	n = 139	

TABLE F-19

WHAT DO THE PARENTS THINK ARE THE GREATEST STRENGTHS OF THE ACADEMY?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Direct experience in the community, on the job; realistic learning experience; exploration of careers, jobs; contact with the real world; contact with adults outside school	82	51
Staff; people--teachers, employer instructors; relations between staff and students; cooperative atmosphere; guidance group	15	9
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	11	7
Job skills; helps students get jobs in the future	9	6
Flexibility, adaptability, lack of restrictions, freedom; allows students to move at their own pace; individualized learning	9	6
Gives students responsibility; encourages independence, self-reliance; helps them mature	7	4
Small size; not overcrowded; students get individual attention	7	4
Varied activities; wider opportunities; broad range of experiences	3	2
Improves learning; academic accomplishment	2	1
Other	3	2
"No Comment"; no opinion; "have no idea"; "not sure what Academy is"	12	8
Number of responses=	160	

NOTE: Seven parents did not respond to this question. Of the remaining parents (n = 132), several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE F-20

WHAT DO THE PARENTS THINK ARE THE GREATEST WEAKNESSES OF THE ACADEMY?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
None; no weaknesses	30	26
Not enough attention to basic skills; poor academic counseling; poor college preparation	24	21
Not enough supervision; supervision is too lax	9	8
Poor cooperation from employer sites and/or employer instructors	5	4
Limited resources; staff too small; job sites too few; program unable to accommodate everyone	5	4
Students miss out on regular school activities; no PE; miss one day of school work	4	3
Staff performance was not up to expectations, was inconsistent; poor match between students and counselors; staff indifference; poor communication between staff and students	3	3
Poor parental understanding; not enough parental involvement	2	2
Failure to carry out programs as advertised; misrepresentation	2	2
Students are not challenged	2	2
The school runs too short a time during the day	1	1
Poor transportation	1	1
"No comment"; don't know; undecided	11	9
Other	18	15

Number of responses =117

NOTE: Thirty-two parents did not respond to this question. Of the remaining parents (n = 107), several gave responses which could be coded into more than one category. Percentages are based on total number of responses.

TABLE F-21

PROPORTION OF PARENTS WHO WOULD WANT THEIR SONS OR DAUGHTERS TO PARTICIPATE IN THE ACADEMY PROGRAM IF THEY HAD IT TO DO OVER AGAIN

Academy for Career Education

	f	%
Would want son or daughter to participate in Academy program	115	83
Would not want son or daughter to participate in Academy program	11	8
Not sure	11	8
No response	2	1
	n = 139	

TABLE F-22

HOW OFTEN ARE PARENTS IN CONTACT WITH THE ACADEMY STAFF IN THE COURSE OF A YEAR?

Frequency and Percent of Parents' Responses

Academy for Career Education

	f	%
Never	29	21
From one to two times	25	18
From three to six times	23	17
Not very often; rarely; not too often	17	12
A few times	12	9
Frequently; often	10	7
Once a week	2	1
Bi-weekly	1	1
No response	20	14
	n = 139	

TABLE F-23

WHAT KINDS OF CONTACTS DO PARENTS HAVE WITH THE ACADEMY?

Frequency and Percent of Parents' Responses

Academy for Career Education

	Contact made in this manner		No contact made in this manner	
	f	%	f	%
Mailed correspondence - general school information	80	58	57	42
Phone conversations	70	51	67	49
Written reports about the performance of son or daughter	39	28	98	72
Individual meetings	36	26	101	74
Group meetings (with other parents)	34	25	103	75
Mailed correspondence - specific information about son or daughter	31	23	106	77
Spoken reports about the performance of son or daughter	29	21	108	79
Personal observations at the Learning Center	16	12	121	88
Personal observations of activities at employer/ community sites	10	7	127	93
Other	8	6	129	94

NOTE: Two parents did not respond to this question. Thus, n = 137. Percentages are based on number responding.

TABLE F-24

PROPORTION OF PARENTS WHO FEEL THEY GET ALL THE INFORMATION THEY WANT ABOUT THE PROGRESS AND PERFORMANCE OF THEIR SONS OR DAUGHTERS AT THE ACADEMY

Academy for Career Education

	f	%
All information wanted is received	87	63
Not all information wanted is received	35	25
Not sure	13	9
No response	4	3
	n = 139	

TABLE F-25

PROPORTION OF PARENTS WHO FEEL THEY GET ALL THE INFORMATION THEY WANT ABOUT THE ACADEMY IN GENERAL

Academy for Career Education

	f	%
All information wanted is received	92	66
Not all information wanted is received	26	19
Not sure	13	9
No response	8	6
	n = 139	

TABLE F-26

WHAT DID THE PARENTS HOPE THAT THEIR SONS OR DAUGHTERS WOULD GET OUT OF THE ACADEMY PROGRAM?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Career or job experience, observation, exploration (general); general job skills; knowledge of job opportunities	44	29
Selection of a career; a career or job choice; a decision about a career	27	18
Good education; better learning; better academic performance	18	12
Experience in a specific job or career; specific job skills	12	8
Greater interest in school; motivation; less boredom	7	5
Greater understanding of other people	7	5
A job	6	4
Discipline; responsibility	4	3
Self-reliance; self-confidence	4	3
Preparation in basic skills	3	2
Individual attention	3	2
Interesting subjects, activities	3	2
Self-understanding	2	1
Graduation from high school	1	1
"No comment"; "couldn't say"	3	2
Other	6	4
Number of responses =	150	

NOTE: Fourteen parents did not respond to this question. Some of the remaining parents (n = 125) gave responses that could be coded into more than one category. Percentages are based on the total number of coded responses.

TABLE F-27

DO PARENTS FEEL THAT THEIR SONS OR DAUGHTERS ACTUALLY GOT OUT OF THE ACADEMY PROGRAM WHAT PARENTS HAD HOPED THEY WOULD?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Yes	88	67
Almost; not everything hoped for; not exactly	17	13
No	11	8
Definitely yes; yes and more	3	2
Definitely not	3	2
Don't know; not sure	10	8

Number of responses = 132

NOTE: Seven parents did not respond to this question. Percentages are based on the responses of the remaining parents (n = 132).

TABLE F-28

WHAT WOULD PARENTS LIKE THEIR SONS OR DAUGHTERS TO DO AFTER GRADUATION?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Go to college	69	44
Whatever son/daughter wants to do	33	22
Enter a specific career or job	30	19
Enter one of the military services	2	1
Get a job; work	12	8
Be happy, satisfied, fulfilled; find self-realization	5	3
Other	5	3

Number of responses = 156

NOTE: Eight parents did not respond. Several of the remaining parents (n = 131) gave responses which fit into more than one category. Percentages are based on the total number of coded responses.

TABLE F-29

IS WHAT PARENTS WOULD LIKE THEIR SONS OR DAUGHTERS TO DO WHAT PARENTS THINK THEY WILL DO AFTER GRADUATION FROM THE ACADEMY?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Yes; probably	88	72
Don't know; not sure	13	11
No; don't think so; probably not	7	6
Hope so	2	2
Other	12	10
Number of responses = 122		

NOTE: Seventeen parents did not respond. Percentages are based on the responses of the remainder (n = 122).

TABLE F-30a

PROPORTION OF PARENTS WHO FEEL THAT PARTICIPATING IN THE ACADEMY PROGRAM HAS CHANGED THEIR SONS OR DAUGHTERS IN ANY WAY

Academy for Career Education

	f	%
Participation has caused some changes	106	76
Participation has not caused changes	16	12
Don't know	13	9
No response	4	3
	n = 139	

TABLE F-30b

PROPORTION OF PARENTS WHO FEEL THAT THE CHANGES IN THEIR SONS OR DAUGHTERS CAUSED BY THE ACADEMY WERE POSITIVE

Academy for Career Education

	f	%
Changes were positive	101	98
Changes were negative	2	2
	n = 103	

NOTE: Only those parents (n = 106) who indicated that changes had occurred were instructed to answer this question. Three of them did not indicate the direction of their offsprings' changes.

TABLE F-30c

WHAT WERE THE CHANGES PARENTS SAW IN THEIR SONS OR DAUGHTERS THAT MIGHT BE A RESULT OF THE ACADEMY PROGRAM?

Distribution of Coded Free Responses

Academy for Career Education

Positive Changes:	f	%
Learned about jobs, careers; learned what unskilled jobs were like; has a broader view of the world and jobs	24	18
Has decided on a career; made up his/her mind about the future; has a more definite goal	16	12
Greater interest in school; likes school better; more involved in school; positive attitude toward learning	16	12
Has more confidence, self-assurance; more self-reliant, independent	15	11
Has greater responsibility; more reliable, dependable; worked harder than before	12	9
Gets along better with other people; learned to make adult contacts; more outgoing; more tolerant, understanding	11	8
Communicates better	10	7
More mature, grown up	10	7
Better academic performance; has learned more than before; has come up to higher academic potential; has improved academic skills; better study habits	5	4
Learned about his/her own capabilities	3	2
Happier, more satisfied, more relaxed, a new person, more patient	3	2
Other positive changes	2	1

Number of responses = 137

NOTE: Ninety-nine parents gave responses that could be coded as positive changes. Many gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

Negative Changes:	f	%
Poorer performance; worsened study habits; slipped academically	1	50
Lost interest in school	1	50

Number of responses = 2

NOTE: Two parents gave responses which could be coded as negative changes. Percentages are based on total number of coded responses.

TABLE F-31

HOW IMPORTANT DO PARENTS THINK VARIOUS KINDS OF LEARNING ARE?

Frequency and Percent of Parents' Responses

Academy for Career Education

	Very important		Somewhat important		Not important		No response	
	f	%	f	%	f	%	f	%
Kinds of Learning:								
Learning responsibility	128	92	7	5	0	0	4	3
Learning how to communicate with others	124	89	10	7	0	0	5	4
Learning basic academic skills (reading, writing, math)	124	89	10	7	0	0	5	4
Learning about careers	124	89	11	8	0	0	4	3
Learning specific job skills	106	76	28	20	0	0	5	4

n = 139

TABLE F-32

HOW EFFECTIVE DO PARENTS FEEL THAT THE ACADEMY HAS BEEN IN TEACHING THEIR SONS OR DAUGHTERS VARIOUS THINGS?

Frequency and Percent of Parents' Responses

Academy for Career Education

	Very effective		Somewhat effective		Not at all effective		No Response	
	f	%	f	%	f	%	f	%
Learning about careers	80	57	41	30	11	8	7	5
Learning responsibility	70	50	50	36	14	10	5	4
Learning how to communicate with others	70	50	53	38	10	7	6	4
Learning specific job skills	66	48	46	33	15	11	12	9
Learning basic academic skills (reading, writing, math)	59	42	59	42	11	8	10	7

n = 139

TABLE F-33

ACCORDING TO PARENTS, WHAT PROBLEMS HAVE THEIR SONS OR DAUGHTERS ENCOUNTERED AT THE ACADEMY?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
None; no problems	64	59
Academic trouble; got behind; needed more tutorial work; not enough academic help; slipping academically	11	10
Personality class or conflict; communication problem with staff	6	6
Administrative deficiencies (e.g., poor scheduling of classes; failure to follow schedule; bureaucratic interference)	4	4
Transportation	4	4
Too little challenge; not enough to do; bored; too easy; wanted more responsibility	2	2
Student's attendance, commitment; poor understanding of school's expectations and own responsibilities	1	1
Staff deficiencies (e.g., poor counselor, principal not responsive; inconsistency; poorly trained teachers)	1	1
Not enough structure; too much on his/her own; unable to discipline herself/himself; too much wasted time; unable to organize own time; procrastination; immaturity	1	1
Too much work; too much pressure; not enough time	1	1
Problems associated with the job site; poor arrangements at the job site; clash with the RP at the job site; poor job site placement	1	1
Unsure	1	1
Other	12	11

Number of responses = 109

NOTE: Thirty-four parents did not respond to this question. Of the remaining parents (n = 105), some gave responses that could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE F-34

PROPORTION OF PARENTS WHO HAVE BEEN INVOLVED IN ANY PROJECT PLANNING AND DECISION MAKING AT THE ACADEMY

Academy for Career Education

	f	%
No parent involvement in project planning and decision-making	128	92
Parent involvement in project planning and decision making	8	6
No response	3	2
	n = 139	

NOTE: In elaborating on this question, one parent indicated that involvement was discouraged or not wanted. Four parents indicated involvement in planning the program or discussing student requirements, and two indicated "other" involvement.

TABLE F-35

WHAT ADDITIONAL COMMENTS AND IMPRESSIONS DID PARENTS HAVE TO SHARE ABOUT THE ACADEMY PROGRAM?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
General positive statement; happy with the Academy; it was a great experience; enjoyable	36	28
Insufficient attention to academic studies; more preparation needed for college; more teachers and more individual help needed for academic work	13	10
Program has stimulated new interests; has stimulated interest in learning; without the Academy student would have been a dropout	12	9
Program has provided a chance to see life as it is; has provided the opportunity to see new and different places; has given first-hand experiences	12	9
Training at the Academy has helped student to become self-motivated and independent; helps student decide what he/she wants to do	11	9
The counseling program is most helpful; people at the Academy really want to help the student	7	5
Parents should be kept better informed of student's progress and activities at the Academy	7	5
Career programs offered were too few; student involvement at employer site too limited	5	4
Would like more opportunity for parent input; invite parents to employer sites	4	3
More structure, more discipline needed	4	3
Inadequate facilities	2	2
Positive comments about a particular teacher or counselor	1	1
General negative statement	1	1
Other	14	11

Number of responses = 129

NOTE: Fifty-five parents made no additional comments. Many of the remaining parents (n = 84) made comments which could be coded into more than one category. Percentages are based on total number of coded responses.

Former Student Data

TABLE F-36

DESCRIPTIVE INFORMATION ON THE ACADEMY FORMER STUDENTS

Frequency and Percent of Types of Former Students in Sample Interviewed as Reported by the Former Students

Academy for Career Education

	f	%
Graduate of the Academy	32	52
Student left Academy before graduating:		
Voluntary departure	27	44
Asked to leave	3	5
	n = 62	

TABLE F-37

WHAT WERE THE REASONS BEHIND THE NONGRADUATES DEPARTURES?

Distribution of Coded Free Responses of Nongraduate Former Students

Academy for Career Education

	f	%
Wasn't what he/she thought it would be; didn't like it; wasn't getting what he/she needed	7	23
Scheduling problems; didn't like hours	4	13
Wasn't learning enough; disliked teaching methods; grades came down	4	13
No chance to participate in regular school activities; missed out on sports	4	13
Personal reasons	4	13
Absenteeism	3	10
Disliked cluster selection; traveling to job sites	2	6
Too many people; too crowded	1	3
Other	2	6

Number of responses = 31
Number responding = 26

NOTE: Four nongraduates who had departed voluntarily did not respond. "Absenteeism" was the reason given by all who were asked to leave. Percentages are based on total number of coded responses.

TABLE F-38

HOW MUCH TIME DID THE GRADUATE AND NONGRADUATE STUDENTS SPEND IN THE EBCE PROGRAM?

Frequency and Percent of Former Students Responses

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Nineteen to twenty-four months	24	75	1	3
Seven to twelve months	6	19	3	10
Thirteen to eighteen months	2	6	2	7
Six months or less	0	0	23	77
No response	0	0	1	3
	n = 32		n = 30	

TABLE F-39

EMPLOYMENT AND EDUCATIONAL EXPERIENCE OF FORMER STUDENTS OF THE ACADEMY

Frequency and Percent of Former Students' Responses on their Experience at the Time of their Interview

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Currently working:				
Full-time	9	28	9	29
Part-time	7	22	8	26
Currently in school or educational program:				
Full-time	11	34	6	19
Part-time	0	0	2	6
Neither in school nor working:	5	16	6	19
Number of responses	= 32		= 31	
Number responding	= 32		= 30	

NOTE: One of the nongraduate former students was currently involved in both an educational program and work. Of those former students who were neither working nor attending school, two graduates and one nongraduate had had no work or educational experience since leaving the Academy.

TABLE F-40

DESCRIPTIVE INFORMATION ABOUT WORK EXPERIENCE SINCE EBCE

Frequency and Percent of Graduates and Nongraduates with Work Experience Since Leaving the EBCE Program

Academy for Career Education

Number of Jobs: Proportion Having More than One Job Since the Academy	Graduates f	Graduates %	Nongraduates f	Nongraduates %
One job since the Academy	4	21	13	62
Two jobs since the Academy	13	68	6	29
Three jobs since the Academy	2	11	1	5
More than three jobs	0	0	1	5
	n = 19		= 21	

NOTE: Three graduates and four nongraduates, who were not currently employed, had had work experience. Their responses are included in this table in terms of their most recent job.

Type of Current or Most Recent Job: Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)	Graduates f	Graduates %	Nongraduates f	Nongraduates %
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	8	42	11	52
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	3	16	4	19
Proprietors (Self-Employed) and Sales (Store Clerk or Salesperson, Farm Owner, Owner of Business, Auto or Insurance Salesperson)	3	16	2	10
Mechanics and Industrial Trades (Fashion Designer, Mechanic, Repairman, Metal Worker)	3	16	1	5
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	1	5	1	5
Military Service (Army, Navy, Air Force, Marines)	1	5	1	5
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	0	0	1	5
	n = 19		= 21	

NOTE: The former students were also asked about their current income. However, so few replied either at all or in terms of annual income that the data is not reported here.

TABLE F-40 (continued)

	Graduates		Nongraduates	
	f	%	f	%
Length of Time in Current or Most Recent Job				
Months Employed in Job				
Less than one month	0	0	1	5
One to two months	5	26	6	29
Three months	2	11	4	19
Four to six months	4	21	1	5
Seven to twelve months	2	11	4	19
Fourteen months	1	5	1	5
Twenty-four months	2	11	1	5
More than twenty-four months	0	0	2	10
No response	3	16	1	5
	n = 19		= 21	
Proportion Considering Employment is Long-Term				
Job is temporary	9	47	15	71
Job is long-term	8	42	6	29
No response	2	11	0	0
	n = 19		= 21	
Estimated Time to Remain in Job				
Less than a year	3	16	6	29
One year	1	5	1	5
Two years	2	11	0	0
Four years	1	5	1	5
Indefinitely	4	21	5	24
Not applicable or no response	8	42	8	38
	n = 19		= 21	
Proportion Satisfied with Current Or Most Recent Job				
Yes, satisfied	7	37	16	76
No, not satisfied	10	53	4	19
Not sure	0	0	1	5
No response	2	11	0	0
	n = 19		= 21	

TABLE F-40 (continued)

Indication of Difficulty in Getting Work Since Leaving the Academy	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Easy to get work	9	47	11	52
Somewhat easy, somewhat difficult	2	11	5	24
Difficult	8	42	4	19
No response	0	0	1	5
n =	19		21	

What Kinds of Difficulty in Finding Work Were Experienced? (Distribution of Coded Free Responses)	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Jobs are scarce; no jobs available; job market is tight	5	63	4	57
Don't qualify; don't have college degree	3	38	1	14
Lack of experience	0	0	1	14
Other	0	0	1	14
Number of responses =	8		7	
Number responding =	8		7	

NOTE: All former students who had indicated that "some" or "much" difficulty was encountered were asked to elaborate. Two graduates and two nongraduates did not. Percentages are based on number of responses received.

Indication of Main Reasons for Working (Distribution of Coded Free Responses)	Graduate f	Graduate %	Nongraduate f	Nongraduate %
Money for support; to live	15	47	15	52
To pass the time; to keep occupied	4	13	6	21
Like the job; satisfaction; self-fulfillment	3	9	4	14
Experience; training; help with career; improve self	6	19	1	3
Money to go to college	2	6	2	7
To get a break from school; to avoid going to school	1	3	1	3
Other	1	3	0	0
Number of responses =	32		29	
Number responding =	18		21	

NOTE: All but one graduate of the former students with work experience since the Academy responded, most citing more than one reason. Percentages are based on the total number of coded free responses. This question of motivation for work is also explored in a more structured fashion in the next table.

TABLE F-41

HOW IMPORTANT ARE VARIOUS REASONS FOR WORKING TO THE FORMER STUDENTS OF THE ACADEMY?

Frequency and Percent of Former Students' Responses

Academy for Career Education

	Very important				Somewhat important				Not very important				No response			
	Graduate		Nongraduate		Graduate		Nongraduate		Graduate		Nongraduate		Graduate		Nongraduate	
REASONS FOR WORKING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Needed the money; got this particular job for the money	8	42	13	62	2	11	2	10	5	26	5	24	4	21	1	5
To pursue a chosen career	7	37	5	24	5	26	4	19	6	32	10	48	1	5	2	10
To find a career	6	32	8	38	4	21	2	10	8	42	8	38	1	5	3	14
Could not get into an educational program	4	21	0	0	5	26	1	5	9	47	18	86	1	5	2	10
To learn more about a particular job skill	4	21	9	43	6	32	6	29	8	42	4	19	1	5	2	10
Pressure from parents	2	11	2	10	0	0	3	14	15	79	15	71	2	11	1	5
Did not know what else to do	0	0	3	14	3	16	5	24	15	79	12	57	1	5	1	5
Pressure from friends	0	0	0	0	0	0	3	14	17	89	16	76	2	11	2	10

Graduates: n = 19
Nongraduates: n = 21

TABLE F-42

CAREER ASPIRATIONS OF FORMER EBCE STUDENTS - JOBS THEY WOULD LIKE TO GET IN THE NEXT FIVE YEARS

Distribution of Responses about Jobs of Interest as Coded
into 12 General Occupational Fields (Project TALENT)

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Proprietors, Sales (Farming, Contractor, Salesman)	4	21	0	0
Humanities, Law, Social and Behavioral Sciences (Journalist, Lawyer, Librarian, Psychologist)	3	16	3	14
General Labor, Community and Public Service (Butcher, Bus or Truck Driver, Hair Dresser, Policeman, Military Enlisted Man, General Laborer)	2	11	5	24
Secretarial-Clerical, Office Workers (Bookkeeper, Clerk, Keypunch Operator, Secretary)	2	11	3	14
General Teaching and Social Service (Priest or Minister, Social Worker, School Teacher)	2	11	1	5
Medical and Biological Sciences (Agricultural Agent, Dentist, Nurse, Veterinarian, Dietician)	2	11	1	5
Fine Arts and Performing Arts (Painter, Sculptor, Commercial Artist, Musician, Theater Worker)	1	5	1	5
Technical Jobs and Specialized Technologists (Computer Operator or Serviceman, Draftsman, Laboratory Technician, Surveyor, Medical or Dental Technologist)	0	0	2	10
Construction Trades (Bricklayer, Carpenter, Heavy Equipment Operator, Plumber)	0	0	2	10
Business Administration (Accountant, Production Manager, Military Officer, Pilot, Stockbroker)	0	0	2	10
Don't know; not applicable	3	16	2	10
	n = 19		= 21	

NOTE: Only those former students with work experience since leaving the EBCE program were asked to respond to this question.

TABLE F-43

DESCRIPTIVE INFORMATION ABOUT EDUCATIONAL EXPERIENCE SINCE EBCE

Frequency and Percent of Graduate and Nongraduate Former Students with Educational Experience Since Leaving the EBCE Program

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Number of Educational Programs: Proportion Having Been in More than One Program Since the Academy				
One program since the Academy	11	92	15	83
Two programs since the Academy	1	8	3	17
More than two programs	0	0	0	0
	n = 12		= 18	

NOTE: One graduate and 10 nongraduate former students, who were not currently in an educational program, had had educational experience since leaving the Academy. Their responses are included in this table in terms of most recent experience.

	Graduates		Nongraduates	
	f	%	f	%
Type of Current or Most Recent Educational Program				
Two-year college	6	50	0	0
Four-year college	4	33	1	6
Vocational, Trade or Technical School	2	17	1	6
High School:				
Regular day	0	0	13	72
Other	0	0	1	6
Other educational program	0	0	2	11
	n = 12		= 18	

	Graduates		Nongraduates	
	f	%	f	%
Subjects Being Studied or Learned in Current or Most Recent Educational Program: Distribution of Responses as Coded into 12 General Occupational Fields (Project TALENT)				
Humanities, Law, Social and Behavioral Sciences	3	25	0	0
Secretarial, Clerical, and Office Work Preparation	2	17	2	11
Technical/Technology Field (Computer Science, Drafting, Laboratory or Medical Technologist)	1	8	2	11
Business Administration	1	8	1	6
Mechanics, Industrial Trades	1	8	1	6
General Teaching and Social Service	1	8	0	0
Medical and Biological Sciences	1	8	0	0
Fine Arts and Performing Arts	0	0	3	17
No particular subject; general studies	2	17	9	50
	n = 12		= 18	

TABLE F-43 (continued)

	Graduates		Nongraduates	
Length of Time in Current or Most Recent Educational Program: Number of Months	f	%	f	%
Less than one month	1	8	3	17
Two months	0	0	1	6
Five months	1	8	1	6
Six months	3	25	2	11
Eight months	0	0	2	11
Nine to ten months	6	50	3	17
Twenty-four months	1	8	0	0
Forty-eight months	0	0	2	11
No response	0	0	4	22
	n = 12		= 18	

	Graduates		Nongraduates	
Proportion Completing Educational Programs Since Leaving the Academy	f	%	f	%
No, did not complete a program	11	92	11	61
Yes, completed a program	0	0	3	17
No response	1	8	4	22
	n = 12		= 18	

	Graduates		Nongraduates	
Proportion Satisfied with Current or Most Recent Educational Program	f	%	f	%
Yes, satisfied	10	83	12	67
No, not satisfied	0	0	3	17
Not sure	0	0	2	11
No response	2	17	1	6
	n = 12		= 18	

	Graduates		Nongraduates	
Reasons for Being in Educational Program: Distribution of Coded Free Responses about Main Reason	f	%	f	%
General educational reason: to get an education; to learn things; to complete high school or college; for my own satisfaction	8	53	11	42
General occupational reason: to prepare for employment; to earn a better living; to make more money	3	20	8	31
Could not find a job; didn't know what else to do; only option	3	20	2	8
To learn a specific skill or area	1	7	3	12
Other	0	0	2	8
Number of responses	= 15		= 26	
Number responding	= 12		= 16	

NOTE: All but two nongraduates of the former students with educational experience since the Academy responded, many citing more than one reason. Percentages are based on the total number of coded free responses. This question of motivation for schooling is also explored in a more structured fashion in a table following.

	Graduates		Nongraduates	
Indications of Difficulty in Getting into Educational Programs Since Leaving the Academy	f	%	f	%
No difficulty	10	83	15	83
Some or much difficulty	2	17	1	6
No response	0	0	2	11
	n = 12		= 18	

TABLE F-44

WHAT ARE THE EDUCATIONAL ASPIRATIONS OF THE EBCE FORMER STUDENTS?

Frequency and Percent of Former Students' Responses Indicating the Highest Level of Formal Education they Plan to Complete

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Four-year college degree	4	33	6	33
Master's degree	3	25	0	0
Doctor's degree	2	17	2	11
Two-year college degree	2	17	1	6
Don't know; haven't thought much about it	0	0	4	22
High school diploma or equivalent	0	0	3	17
Vocational, technical or trade school certificate	0	0	1	6
Other	0	0	1	6
No response	1	8	0	0
	n = 12		n = 18	

NOTE: Only those Academy former students with educational experience since leaving the EBCE program were asked to respond.

TABLE F-45

HOW IMPORTANT ARE VARIOUS REASONS FOR BEING IN AN EDUCATIONAL PROGRAM TO THE FORMER STUDENTS OF THE ACADEMY?

Frequency and Percent of Former Students' Responses

Academy for Career Education

REASONS FOR BEING IN AN EDUCATIONAL PROGRAM:	Very important				Somewhat important				Not very important				No response			
	Graduate		Nongraduate		Graduate		Nongraduate		Graduate		Nongraduate		Graduate		Nongraduate	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
To pursue a chosen career	11	92	10	56	1	8	1	6	0	0	4	22	0	0	3	17
Could not find work	7	58	1	6	2	17	3	17	2	17	10	56	1	8	4	22
To find a career	6	50	10	56	3	25	1	6	3	25	4	22	0	0	3	17
To learn more about a particular job skill	3	25	9	50	0	0	1	6	1	8	0	0	8	67	8	44
Pressure from parents	1	8	0	0	2	17	1	6	8	67	14	78	1	8	3	17
Pressure from friends	1	8	0	0	1	8	0	0	8	67	15	83	2	17	3	17
Did not know what else to do	0	0	1	6	1	8	4	22	10	83	10	56	1	8	3	17

Graduates: n = 12
Nongraduates: n = 18

NOTE: Only those former students with educational experience since leaving the EBCE program were asked to respond to this question.

TABLE F-46

WHAT KINDS OF SUBJECTS OR SKILLS DO THE FORMER STUDENTS WANT TO LEARN ABOUT IN THE NEXT FIVE YEARS?

Distribution of Responses Coded into Twelve General Occupational Fields (Project TALENT)

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Business Administration	4	29	3	14
Technical Jobs	2	14	4	19
Medical and Biological Sciences	2	14	1	5
General Teaching and Social Service	2	14	1	5
Humanities, Law, Social and Behavioral Sciences	1	7	1	5
Mechanics, Industrial Trades	1	7	0	0
Engineering, Physical Science, Mathematics & Architecture	0	0	4	19
Secretarial-Clerical, Office Workers	0	0	3	14
Fine Arts, Performing Arts	0	0	2	10
Construction Trades	0	0	1	5
General Labor, Community & Public Service	0	0	1	5
Proprietors, Sales	0	0	0	0
Don't know, no particular field	2	14	0	0
Number of responses	= 14		= 21	
Number responding	= 12		= 16	

NOTE: Only those Academy former students with educational experience since leaving the EBCE program were asked to respond. Two nongraduates did not. Several former students were interested in subjects or skills that fell into more than one occupational area.

TABLE F-47

HOW MUCH WOULD THE FORMER EBCE STUDENTS LIKE TO BE MAKING IN ANNUAL INCOME FIVE YEARS HENCE?

Frequency and Percent of Former Students' Responses

Academy for Career Education

	Graduates		Nongraduates	
ANNUAL INCOME:	f	%	f	%
$15,000	8	25	4	13
$10,000	4	13	3	10
$20,000	4	13	2	7
$18,000	3	9	1	3
$12,000	2	6	2	7
$35,000	2	6	1	3
$8,000	1	3	2	7
$30,000	1	3	1	3
$9,000	1	3	0	0
$17,000	1	3	0	0
$22,000	1	3	0	0
$25,000	1	3	0	0
$50,000	1	3	0	0
$5,000	0	0	2	7
$7,000	0	0	1	3
Don't know	2	6	8	27
No response	0	0	3	10
	n = 32		= 30	

TABLE F-48

WHAT DID THE FORMER STUDENTS LIKE BEST ABOUT THE ACADEMY

Distribution of Coded Free Responses of Graduate and Nongraduate Former Students

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
The freedom; freedom to move at own pace, to choose own activities, to study on own; independence, flexibility; openness; no set classes	18	31	10	24
Job site experience; time on the job; variety of job site opportunities; clusters; specializations	16	27	11	26
Individual attention; one-to-one relationships with staff	5	8	6	14
The staff; friendliness, interest, openness; staff-student relationships	5	8	1	2
Opportunities to meet people outside school; being in the "real world"	3	5	3	7
Relationships with other students	3	5	0	0
Easier than regular H.S.; more lenient; no pressure; no tests	2	3	1	2
Different from high school; not as boring as high school; more like college; escape from regular high school	1	2	2	5
Developed self-confidence, responsibility; self-motivation	1	2	0	0
Nothing; didn't like the program	0	0	5	12
Other	5	8	3	7
Number of responses	= 59		= 42	
Number responding	= 32		= 30	

NOTE: All of the graduates and nongraduates responded, some giving responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE F-49

WHAT DID THE FORMER STUDENTS DISLIKE MOST ABOUT THE ACADEMY?

Distribution of Coded Free Responses of Graduate and Nongraduate Former Students

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Poor administrative organization; too disorganized; too much wasted time; not enough going on between job sites	8	19	7	17
Broken promises	8	19	0	0
Nothing disliked	6	14	5	12
Inadequate facilities; not enough teachers; not enough job sites; building too small; inadequate library	4	10	6	14
Too little coordination between staff and students; poor staff-student communication	3	7	5	12
Transportation; travelling	3	7	3	7
Standards of performance too lax; not enough college preparation; too little academic work	2	5	2	5
Not enough contact with regular high school; no extracurricular activities	2	5	1	2
Lack of specific courses (e.g., music, PE)	1	2	2	5
Too loose; too much permissiveness; teachers too lenient; too free; not enough discipline; too much responsibility on students	0	0	4	10
Too many students	0	0	1	2
Don't know	0	0	1	2
Other	5	12	5	12

Number of responses = 42 = 42
Number responding = 32 = 28

NOTE: Two nongraduates did not respond to this question. Some gave responses that could be coded into more than one category. Percentages are based on the total number of coded responses.

TABLE F-50

HOW MUCH DID THE ACADEMY EXPERIENCE HELP THE FORMER STUDENTS IN VARIOUS AREAS OF LEARNING?

Frequency and Percent of Former Students Responses

Academy for Career Education

	A lot				Some				Little or none				No response			
	Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate		Graduate		Non-graduate	
KINDS OF LEARNING:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Ability to communicate with other students	25	78	13	43	7	22	8	27	0	0	7	23	0	0	2	7
Ability to communicate with adults	25	78	12	40	7	22	7	23	0	0	9	30	0	0	2	7
Awareness of job opportunities	24	75	10	33	6	19	9	30	2	6	8	27	0	0	3	10
Math skills	20	63	10	33	7	22	7	23	5	16	11	37	0	0	2	7
Getting along with other people	20	63	6	20	9	28	14	47	3	9	6	20	0	0	4	13
Knowing what own capabilities are and what one likes to do	19	59	8	27	10	31	9	30	3	9	10	33	0	0	3	10
Job seeking skills	19	59	7	23	6	19	9	30	7	22	11	37	0	0	3	10
Career planning	19	59	5	17	9	28	11	37	4	13	11	37	0	0	3	10
Reading skills	16	50	9	30	8	25	12	40	8	25	6	20	0	0	3	10
Thinking through and solving problems	15	47	7	23	12	38	11	37	5	16	9	30	0	0	3	10
Listening and speaking skills	15	47	7	23	11	34	14	47	5	16	7	23	1	3	2	7
Tolerating many ideas and backgrounds of people	15	47	6	20	14	44	10	33	3	9	11	37	0	0	3	10
Specific job skills	15	47	4	13	9	28	10	33	7	22	13	43	1	3	3	10
Writing skills	14	44	8	27	13	41	8	27	5	16	11	37	0	0	3	10

Graduates: n = 32
Nongraduates: n = 30

TABLE F-51

WHAT KINDS OF THINGS LEARNED AT THE ACADEMY ARE MOST USEFUL NOW TO THE FORMER STUDENTS?

Distribution of Coded Free Responses

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Career planning, preparation, experience, found out what I want to do; learned what I don't want to do	10	23	4	12
Specific academic skills (i.e., math, English, individual Learning Center activities)	6	14	5	15
How to communicate; communication with adults and peers; talking with adults; writing	6	14	3	9
Developing responsibility; self-reliance; confidence; learning how to get things done; how to study and work hard	5	12	2	6
Specific job skills	5	12	2	6
Relating to the "real world"; what the world is really like; preparation to enter the "real world"	4	9	2	6
Learning how to find a job; the variety of places to get jobs; steps to getting a job	3	7	0	0
Meeting people	1	2	2	6
Nothing; not much; didn't like the Academy	0	0	9	27
Other	3	7	0	0
Don't know	0	0	4	12
Number of responses	= 43		= 33	
Number responding	= 31		= 30	

NOTE: One graduate did not respond. Some gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

TABLE F-52

WHAT KINDS OF THINGS LEARNED AT THE ACADEMY ARE LEAST USEFUL NOW TO THE FORMER STUDENTS?

Distribution of Coded Free Responses

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Nothing was not useful	8	27	7	27
Specific classes or seminars	7	23	3	12
Job sites, clusters	4	13	2	8
Academic program was not good	2	7	3	12
Too much freedom; lack of discipline	2	7	0	0
Don't know	2	7	10	38
Other	5	17	1	4
Number of responses	= 30		= 26	
Number responding	= 30		= 26	

NOTE: Two graduates and four nongraduates did not respond to this question. Percentages are based on the total number of responses received.

TABLE F-53

IN GENERAL, WHAT EFFECT DID THE ACADEMY HAVE ON FORMER STUDENTS PREPARATION FOR FURTHER EDUCATION AND JOBS?

Frequency and Percent of Graduate and Nongraduate Former Students' Responses

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Preparation for further education:				
Large positive effect	19	59	5	17
Slight positive effect	8	25	10	33
Little or no effect	4	13	8	27
Slight negative effect	0	0	4	13
Large negative effect	1	3	1	3
No response	0	0	2	7
	n = 32		= 30	
Preparation for employment:				
Large positive effect	20	63	8	27
Slight positive effect	7	22	7	23
Little or no effect	4	13	11	37
Slight negative effect	1	3	1	3
Large negative effect	0	0	1	3
No response	0	0	2	7
	n = 32		= 30	
Pursuit of a selected career:				
Large positive effect	20	63	4	13
Slight positive effect	6	19	11	37
Little or no effect	4	13	10	33
Slight negative effect	2	6	2	7
Large negative effect	0	0	1	3
No response	0	0	2	7
	n = 32		= 30	

TABLE F-54

WHAT WERE FORMER STUDENTS RECOLLECTIONS ABOUT THE FREQUENCY OF OCCURRANCE OF VARIOUS SITUATIONS AT THE ACADEMY?

Frequency and Percent of Former Students Responses

Academy for Career Education

	How often did the situation occur?																							
	Almost always				Usually				Sometimes				Rarely				Hardly ever				No response			
	Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.		Grad.		Non-grad.	
KINDS OF SITUATIONS:	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Getting along with other students	24	75	19	63	5	16	6	20	1	3	5	17	1	3	1	0	0	0	0	0	1	3	0	0
Getting along with counselors and teachers	23	72	24	80	6	19	5	17	2	6	0	0	0	0	1	3	0	0	0	0	1	3	0	0
Getting along with resource persons	22	69	20	67	6	19	6	20	2	6	2	7	0	0	1	3	1	3	1	3	1	3	0	0
Staff members (counselors and teachers) were around when you needed to see them	18	56	18	60	8	25	6	20	2	6	3	10	2	6	1	3	0	0	2	7	2	6	0	0
Able to fill out the forms (e.g., cluster selection sheets) required by the Academy	17	53	22	73	8	25	2	7	5	16	4	13	0	0	0	0	0	0	1	3	2	6	1	3
Staff members gave enough direction and guidance for studies	12	38	11	37	14	44	8	27	3	9	4	13	1	3	3	10	1	3	4	13	1	3	0	0
Staff members gave good advice	11	34	14	47	11	34	5	17	6	19	5	17	1	3	2	7	1	3	4	13	2	6	0	0
Cluster experiences were interesting	11	34	14	47	6	19	8	27	12	38	3	13	0	0	0	0	2	6	5	17	1	3	0	0
Received feedback on how well you were doing	10	31	6	20	9	28	5	17	11	34	9	30	0	0	4	13	1	3	6	20	1	3	0	0

Graduates: n = 32
Nongraduates: n = 30

TABLE F-55

WHAT CHANGES WOULD FORMER STUDENTS LIKE TO SEE MADE IN THE ACADEMY PROGRAM?

Distribution of Coded Free Responses

Academy for Career Education

	Graduates		Nongraduates	
	f	%	f	%
Clusters should be improved; more actual involvement; more time at job sites; more on-the-job training; possibility to take clusters over again	10	18	4	10
Expand the program; make it available to more students	8	15	1	3
Better organization	5	9	1	3
Keep some contact with the regular high schools; have some classes in the regular schools	4	7	0	0
None; nothing; no changes	3	5	3	8
Provide more out-of-school resources; more job sites	3	5	2	5
Provide more college preparation; more academic instruction	3	5	1	3
Reduce load on staff; need more teachers; better teachers	2	4	6	15
Provide more instruction in basic skills--math, English	2	4	6	15
Change location; bigger and newer buildings; expand physical facilities	2	4	2	5
More structure; more discipline; staff should be stricter; too much freedom; too lenient	2	4	1	3
Keep promises	2	4	0	0
Provide missing classes; e.g., PE, foreign language	1	2	1	3
Keep the number of students small; admit fewer students	1	2	0	0
Screen students better; admit only motivated students; throw out "goof-offs"	1	2	0	0
Cut down on forms to be filled out	1	2	0	0
Improve transportation; travelling	0	0	3	8
Other	5	9	3	8
Don't Know	0	0	5	13
Number of responses	= 55		= 39	
Number responding	= 31		= 29	

NOTE: One graduate and one nongraduate did not respond. Many gave responses which could be coded into more than one category. Percentages are based on total number of coded responses.

Resource Personnel Data

TABLE F-56

HOW DID THE RESOURCE SITES BECOME INVOLVED IN THE PROGRAM?

Frequency and Percent of Reported Initial Contacts

Academy for Career Education

	f	%
Contacted by EBCE personnel	25	52
Contacted by someone from another resource site	11	23
Contacted by someone from within the resource site	6	13
Contacted by an EBCE student	3	6
Other	1	2
Don't know	2	4
	n = 48	

TABLE F-57

PROPORTION OF EMPLOYER COORDINATORS REPORTING THAT THEIR ACTIVITIES AND THE ACTIVITIES OF THEIR ORGANIZATIONS IN THE CAREER EDUCATION PROGRAM TURNED OUT TO BE WHAT THEY EXPECTED

Academy for Career Education

	f	%
Activities were as expected	37	77
Activities were not as expected	5	10
Not sure or no expectations	6	13
	n = 48	

TABLE F-58

PROPORTION OF EMPLOYER COORDINATORS REPORTING THAT THE CAREER EDUCATION ACTIVITIES HAVE INCURRED ABOUT AS MUCH COST TO THEM AND TO THEIR ORGANIZATIONS AS WAS EXPECTED

Academy for Career Education

	f	%
Cost was as expected	36	75
Cost was more than expected	5	10
Cost was less than expected	2	4
No response	5	10
	n = 48	

TABLE F-59a

PROPORTION OF EMPLOYER COORDINATORS REPORTING THAT THE CAREER EDUCATION ACTIVITIES HAVE TAKEN ABOUT AS MUCH TIME FOR THEM AND FOR THEIR ORGANIZATIONS AS WAS EXPECTED

Academy for Career Education

	f	%
Time spent was as expected	27	56
Time spent was more than expected	13	27
Time spent was less than expected	6	13
No response	2	4
	n = 48	

TABLE F-59b

WHAT CAUSED THE AMOUNT OF TIME SPENT BY THE EMPLOYER COORDINATORS OR THEIR ORGANIZATIONS TO TO BE DIFFERENT THAN EXPECTED?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
More staff time to answer questions, train ard/or supervise students required	7	58
Less time required because student was excellent or already trained; orientation took less time than expected	3	25
More planning time required	2	17
	Number of responses = 12	

NOTE: Only those Employer Coordinators (n=19) who indicated that time spent was different than time anticipated were asked this question. Seven of these did not explain their initial response. Percentages are based on the total number of responses received.

TABLE F-60a

HAS THE CAREER EDUCATION PROGRAM HAD ANY GENERAL IMPACT ON THE RESOURCE SITE ORGANIZATIONS?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

	f	%
Program had no general impact on resource sites	27	56
Program had a good impact	17	35
Program had a bad impact	2	4
Program had a mixed (good and bad) impact	1	2
No response	1	2
	n = 48	

TABLE F-60b

WHAT GENERAL IMPACT DID THE CAREER EDUCATION PROGRAM HAVE ON THE RESOURCE SITE ORGANIZATIONS?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Improves staff morale; staff enjoys teaching; staff enjoys helping students	7	47
The extra help is useful	3	20
The program helps us learn about high school students; good for those who understand 16-17 year olds	2	13
Student were bored; employees became discouraged	2	13
Has encouraged cooperation between various departments	1	7
Number of response =	15	

NOTE: Only those Employer Coordinators (n=20) who noticed some impact on their organization were asked to respond. Five of these did not elaborate. Percentages are based on the number of responses received.

TABLE F-61

WHAT ARE SOME OF THE OVERALL GAINS AND LOSSES TO THE RESOURCE ORGANIZATIONS ASSOCIATED WITH PARTICIPATION IN EBCE?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Gives resource site exposure in the community; lets people know about the resource organization; good public relations; fulfills social responsibility	16	35
Students are productive; provide assistance; act as added staff; they free other staff members	9	20
Increases resource site knowledge of the community; increases community awareness, community consciousness; lets them know what's going on; helps them see problems outside own area; gives them students' opinions	4	9
Helps training program; teaching the students helps employees; they learn from the students; can use materials and techniques developed for use with Academy students with other groups	4	9
Students improve employee morale; improve the working environment; keep staff on their toes; personally satisfying to staff; staff glad to help	4	9
Gives us an opportunity to screen students for employment; student might eventually become an employee	3	7
Time consuming; loss of supervisory time; costs time	2	4
Work is too specialized to teach to students	1	2
Other	3	7

Number of responses = 46

NOTE: Seven Employer Coordinators did not respond to this question. Of those remaining (n=41), some gave responses that could be coded into more than one category. Percentages are based on total number of responses received.

TABLE F-62

WHAT ARE SOME OF THE OVERALL GAINS AND LOSSES TO THE EMPLOYEES INVOLVED WITH PARTICIPATION IN EBCE?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Students improve employee morale; improve the working environment; keep staff on their toes; personally satisfying to staff; staff glad to help	22	41
Increases their knowledge of the community; increases community awareness, community consciousness; lets them know what's going on; helps them see problems outside their own area; gives them students' opinions	11	20
Helps training program; teaching the students helps employees; they learn from the students; can use materials and techniques developed for use with Academy students with other groups	7	13
Students are productive; provide assistance; act as added staff; they free other staff members	6	11
Time consuming; loss of supervisory time; costs time	5	9
Other	3	6

Number of responses = 54

NOTE: Three Employer Coordinators did not respond to this question. Of those remaining (n=45), several gave responses that could be coded into more than one category. Percentages are based on the number of responses received.

TABLE F-63

PROPORTION OF EMPLOYER COORDINATORS WHO THINK THAT THEIR ORGANIZATIONS WILL CONTINUE THEIR INVOLVEMENT WITH THE CAREER EDUCATION PROGRAM

Academy for Career Education

	f	%
Organization will continue	40	83
Organization will not continue	4	8
Don't know; not sure	4	8
	n = 48	

TABLE F-64

IF THE RESOURCE SITE ORGANIZATIONS CONTINUE TO PARTICIPATE IN THE CAREER EDUCATION PROGRAM, AT WHAT LEVEL WILL THEY CONTINUE?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

	f	%
Anticipated level of future organizational involvement:		
Continue with about the same number of students	30	63
Continue with more students	10	21
Continue with fewer students	4	8
Don't know	1	2
No response	3	6
	n = 48	

TABLE F-65

PROPORTION OF EMPLOYER COORDINATORS WHO WOULD RECOMMEND TO OTHER ORGANIZATIONS OR INDIVIDUALS THAT THEY GET INVOLVED IN A CAREER EDUCATION PROGRAM

Academy for Career Education

	f	%
Would recommend involvement with career education program	42	88
Would not recommend involvement in a career education program	0	0
Not sure; can't answer; depends on the organization	6	13
	n = 48	

TABLE F-66a

PROPORTION OF RESOURCE SITE ORGANIZATIONS WHERE THE EMPLOYER COORDINATOR OR THE ORGANIZATION HAD EVER PLAYED A PART IN DEVELOPING OR HELPING TO DEVELOP THE POLICIES OF THE CAREER EDUCATION PROGRAM

Academy for Career Education

	f	%
No role was played by the Employer Coordinator or resource organization in the development of the policies of the Career Education Program	33	69
A role was played in the development of the policies of the Career Education Program	14	29
No response	1	2
	n = 48	

TABLE F-66b

WHAT ROLES WERE PLAYED BY EMPLOYER COORDINATORS OR SITES IN HELPING TO DEVELOP THE POLICIES OF THE CAREER EDUCATION PROGRAM?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Made suggestions; participated in planning sessions concerning organization's involvement in the program; attended cluster and counselor meetings	6	46
Served on Advisory Council, or some committee; attended workshop or seminar	3	23
Helped develop curriculum	2	15
Other	2	15
Number of responses = 13		

NOTE: Only those Employer Coordinators (n=14) who indicated that a role had been played in the Career Education Program policy development were asked to elaborate. One did not. Percentages are based on number of responses received.

TABLE F-67

WHAT IS THE GENERAL OPINION OF THE EMPLOYER COORDINATORS ABOUT THE CAREER EDUCATION PROGRAM?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

Opinion Scale:	f	%
5 (Strongly positive)	22	46
4	17	35
3	6	13
2	1	2
1 (Strongly negative)	2	4
	n = 48	

TABLE F-68

HOW EFFECTIVE DO THE EMPLOYER COORDINATORS FEEL THE CAREER EDUCATION PROGRAM IS IN ACHIEVING ITS GOALS?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

Effectiveness Scale:	f	%
5 (Very effective)	11	23
4	14	29
3	9	19
2	3	6
1 (Not effective)	1	2
No response	10	21
	n = 48	

TABLE F-69

PROPORTION OF EMPLOYER COORDINATORS WHO FEEL THAT THE CAREER EDUCATION PROGRAM IS WHAT THEY EXPECTED IT TO BE

Academy for Career Education

	f	%
Program was as expected	37	77
Program was not as expected	5	10
Not sure; had no expectations	6	13
	n = 48	

TABLE F-70

PROPORTION OF RESOURCE SITE ORGANIZATIONS REPORTING "SERIOUS" PROBLEMS WITH THE CAREER EDUCATION PROGRAM

Academy for Career Education

	f	%
Problems were not encountered	45	94
Problems were encountered	3	6
	n = 48	

TABLE F-71

PROPORTION OF EMPLOYER COORDINATORS WHO FEEL THAT THE CAREER EDUCATION STAFF HAS PROVIDED THEM WITH THE NECESSARY INFORMATION TO HELP DIRECT STUDENTS' ACTIVITIES AT THEIR SITES

Academy for Career Education

	f	%
The necessary information was provided	38	79
The necessary information was not provided	8	18
Help was not needed	2	4
	n = 48	

TABLE F-72

PROPORTION OF EMPLOYER COORDINATORS WHO FEEL THAT THE CAREER EDUCATION STAFF RESPONDED TO THEIR REQUESTS AND HELPED WITH PROBLEMS

Academy for Career Education

	f	%
Staff did respond to requests and help with problems	39	81
Staff did not respond to requests and help with problems	2	4
There were no problems	7	15
	n = 48	

TABLE F-73a

PROPORTION OF SITES WHERE THE EMPLOYER COORDINATOR OR THE ORGANIZATION PLAYS A PART IN DECIDING WHICH STUDENTS COME TO THEIR SITE FOR EXPLORATION OR SPECIALIZATION

Academy for Career Education

	f	%
Employer Coordinator or organization does not play a role in student selection	29	60
Employer Coordinator or organization does play a role in student selection	18	38
No response	1	2
	n = 48	

TABLE F-73b

WHAT ARE THE PARTS PLAYED BY EMPLOYER COORDINATORS OR THEIR ORGANIZATIONS IN DECIDING WHICH STUDENTS COME TO THEIR SITES FOR EXPLORATION OR SPECIALIZATION?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
They reserve the right to turn down a student that doesn't seem suited	9	53
They screen the students for interest or capabilities; they try to place them in appropriate departments	8	47
	n = 17	

NOTE: Only those Employer Coordinators (n = 18) who indicated that a part was played in the selection process were asked to respond to this question. One did not. Percentages are based on the number of responses received.

TABLE F-74

WHO DECIDES WHAT A STUDENT IS SUPPOSED TO LEARN WHILE HE IS ASSIGNED TO A PARTICULAR RESOURCE SITE?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

	f	%
Some combination of Resource Organization, student, and EBCE staff	30	63
Resource Organization	13	27
Student	2	4
EBCE Staff	2	4
Don't know	1	2
	n = 48	

TABLE F-75

PROPORTION OF EMPLOYER COORDINATORS WHO FEEL THAT THE CAREER EDUCATION STAFF HAS GIVEN THEM ENOUGH HELP IN DEVELOPING THEIR PROGRAMS FOR STUDENTS

Academy for Career Education

	f	%
Enough help was provided	29	60
Enough help was not provided	6	13
No help needed; have own program	11	23
No response	2	4
	n = 48	

TABLE F-76

WHAT IS THE GENERAL OPINION OF THE CAREER EDUCATION STUDENTS HELD BY THE EMPLOYER COORDINATORS?

Frequency and Percent of Responses

Academy for Career Education

	f	%
Opinion Scale:		
5 (Strongly positive)	12	25
4	18	38
3	12	25
2	3	6
1 (Strongly negative)	0	0
No Response	3	6
	n = 48	

TABLE F-77

WITHIN THE RESOURCE SITE ORGANIZATIONS, WHAT PROCEDURES ARE USED TO EVALUATE THE PERFORMANCE OF STUDENTS?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Rating forms	16	25
Tests	11	17
Student interest or effort; attendance; promptness; appearance	10	15
Student fulfillment of assignments; student productiveness	9	14
Day-to-day observations	8	12
Consultation with employees who had contact with student	5	8
Consultation with Academy staff	3	5
Other	3	5

Number of responses = 65

NOTE: Four Employer Coordinators did not respond to this question. Of those remaining (n = 44), several indicated more than one procedure used. Percentages are based on total number of responses.

TABLE F-78

WHO DEVELOPED THE PROCEDURES USED TO EVALUATE THE PERFORMANCE OF STUDENTS ON SITE?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

	f	%
Resource Site Organization (or an individual within the organization)	31	59
Career Education Staff	10	20
Other	3	6
No response	9	17

number of responses = 53

NOTE: Some organizations used a variety of procedures developed by different sources. Percentages are based on the number of responses received.

TABLE F-79

HOW DO EMPLOYER COORDINATORS CHARACTERIZE STUDENT INTEREST IN THE RESOURCE SITE ACTIVITIES?

Frequency and Percent of Responses

Academy for Career Education

Characterization of Interest Scale	f	%
5 (Strongly interested)	15	31
4	19	40
3	8	17
2	2	4
1 (Not interested)	0	0
No response	4	8
	n = 48	

TABLE F-80

HOW DO EMPLOYER COORDINATORS CHARACTERIZE STUDENT ENJOYMENT OF THEIR PARTICIPATION IN CAREER EDUCATION ACTIVITIES?

Frequency and Percent of Responses

Academy for Career Education

Characterization of Enjoyment Scale:	f	%
5 (Definitely enjoy)	18	38
4	20	42
3	6	13
2	1	2
1 (Definitely do not enjoy)	0	0
No response	3	6
	n = 48	

TABLE F-81

WHAT ARE SOME OF THE GAINS TO STUDENTS OF THE EXPERIENCES IN THE CAREER EDUCATION PROGRAM?

Distribution of Coded Free Responses
Made by Employer Coordinators

Academy for Career Education

	f	%
The student gains direction; the student is exposed to something in which he/she is interested; the student develops realistic ideas about careers	18	34
The student grows up; is exposed to different aspects of the "real world"; feels useful; improves in social relationships	16	30
Allows the student to gain practical experience; on-the-job training; job skills; job-seeking skills	8	15
Feel there are gains, but don't get enough feedback or follow-up information on students to know for sure; the benefits may not show up for years	6	11
Gain depends on the student and the people he/she works with	2	4
Gains for student (no explanation)	1	2
No gains for student (no explanation)	1	2
Other gain	1	2

number of responses = 53

NOTE: All Employer Coordinators (n = 48) responded, some giving responses which fit into more than one category. Percentages are based on total number of responses.

TABLE F-82

DO EMPLOYER COORDINATORS THINK THAT THERE ARE THINGS WHICH STUDENTS CAN LEARN BETTER IN THE EBCE SETTING THAN IN A TYPICAL HIGH SCHOOL?

Distribution of Coded Free Responses about Things More Easily Learned in EBCE

Academy for Career Education

	f	%
Practical learning; real experience; contact with the "real world"; practical work experience; work-place ethics	32	65
Job skills, specific skills (e.g., learn practical side of law)	5	13
How to relate to people; employer-employee relationships; contact with professionals; interpersonal contacts with adults; how to deal with people	6	10
Responsibility; how to be responsible for their own work	2	4
Students retain their interest; stay motivated	1	2
Nothing; traditional education is more focused and directed	2	2
Other "thing" cited, or "yes, there are things" with no explanation	4	4

Number of responses = 52

NOTE: All 48 Employer Coordinators responded, some giving answers which fit into more than one coding category. Percentages are based on the total number of responses.

TABLE F-83

WHAT PERCENT OF TIME DO STUDENTS SPEND IN VARIOUS ACTIVITIES AT THE RESOURCE SITES?

Frequency and Percent of Employer Coordinator Responses

Academy for Career Education

	Percent of Time											
	80 - 100		60 - 79		40 - 59		20 - 39		0 - 19		No Response	
Activity	f	%	f	%	f	%	f	%	f	%	f	%
Lectures, presentations, films, etc.					8	17	5	10	31	65	4	8
Tours, observations, etc.			1	2	6	13	11	23	26	54	4	8
Interacting with employees on site	1	2			13	27	12	25	18	38	4	8
Trying out different aspects of jobs, assisting	4	8	1	2	14	29	6	13	19	40	4	8
Reflective discussions of experiences					3	6	5	10	36	75	4	8
Other					1	2	1	2	41	85	5	10

TABLE F-84a

PROPORTION OF RESOURCE SITE ORGANIZATIONS WHICH ARE INVOLVED IN EDUCATIONAL PROGRAMS, OTHER THAN EBCE, WHICH DEAL WITH HIGH SCHOOL STUDENTS

Academy for Career Education

	f	%
Resource organizations are involved in other educational programs	29	60
Resource organizations are not involved in other educational programs	17	35
No response	1	2
Don't know	1	2
	n = 48	

TABLE F-84b

WHAT ARE THE EDUCATIONAL PROGRAMS (OTHER THAN EBCE) WITH WHICH THE RESOURCE SITE ORGANIZATIONS ARE INVOLVED?

Distribution of Coded Free Responses

Academy for Career Education

	f	%
Work experience program; summer placements; volunteer program	20	61
Tours, lectures, career conferences	6	18
Entire program of the organization is educational (e.g., museum, youth orchestra, Lawrence Hall of Science)	2	6
Neighborhood Youth Corps (NYC)	2	6
Other	3	9
	Number of responses = 33	

NOTE: Only those Employer Coordinators (n=29) who indicated that their organization was involved with a program other than EBCE were asked to respond. One did not. Several indicated involvement in more than one program. Percentages are based on the number of responses received.

TABLE F-85

PROPORTION OF RESOURCE SITES WHERE FORMER EBCE STUDENTS HAVE BEEN HIRED AS REGULAR EMPLOYEES

Academy for Career Education

	f	%
Former students have not been hired	35	73
Former students have been hired	8	17
Don't know	1	2
No response	4	8
	n = 48	

TABLE F-86

WHAT COMMENTS DID THE EMPLOYER COORDINATORS HAVE TO MAKE ABOUT THE CAREER EDUCATION PROGRAM NOT COVERED IN THE REST OF THE SURVEY?

Distribution of Coded Free Responses

Academy for Career Education

Comments Regarding Program Strengths:	f	%
Gives direct experience in the community, on the job; realistic learning experience; exploration of careers, jobs; contact with the "real world"' contact with adults outside school	10	42
Staff people are a strength; staff's fulfillment of responsibilities	3	13
Quality of students enrolled in the program; selection of students	2	8
Motivation; gets students interested; encourages students to go farther; not boring; improves attitude toward school	2	8
Gives students responsibility; encourages independence; self-reliance; helps them mature	2	8
Varied activities; wider opportunities; broad range of experiences	1	4
Other	4	17

Number of responses = 24

NOTE: Twenty-nine of the Employer Coordinators made no additional comments about program strengths. Of those remaining (n=19) several noted more then one strength. Percentages are based on the total number of responses.

Comments Regarding Program Weaknesses:	f	%
Poor coordination, organization; lack of follow-through by staff; lack of feedback to community participants; we don't have enough information about the program	12	34
Limited resources; staff too small; job sites too few; program unable to accommodate everyone; should be available at more schools; students should be exposed to more aspects of an employment field	6	17
Selection of students should be more rigorous; seniors only should be eligible; only interested students should be sent to job sites	5	14
Not enough supervision; supervision is too lax	3	9
Poor transportation	2	6

TABLE F-86 (continued)

	f	%
Not enough student time at the site; poor job site selections; enough hands-on time	2	6
Other	5	14
Number of responses = 35		

NOTE: Twenty Employer Coordinators made no additional comments about program weaknesses. Of those remaining (n=28), several noted more than one weakness. Percentages are based on total number of responses received.

Other Comments:	f	%
General positive comment; positive comment about a particular student	6	67
Not familiar with overall program; would like to know more about the program	2	22
Our organization is too busy to take the time required to participate in the program	1	11
Number of responses = 9		

NOTE: Thirty-nine of the Employer Coordinators made no other comments. Percentages are based on the comments of the remaining nine.